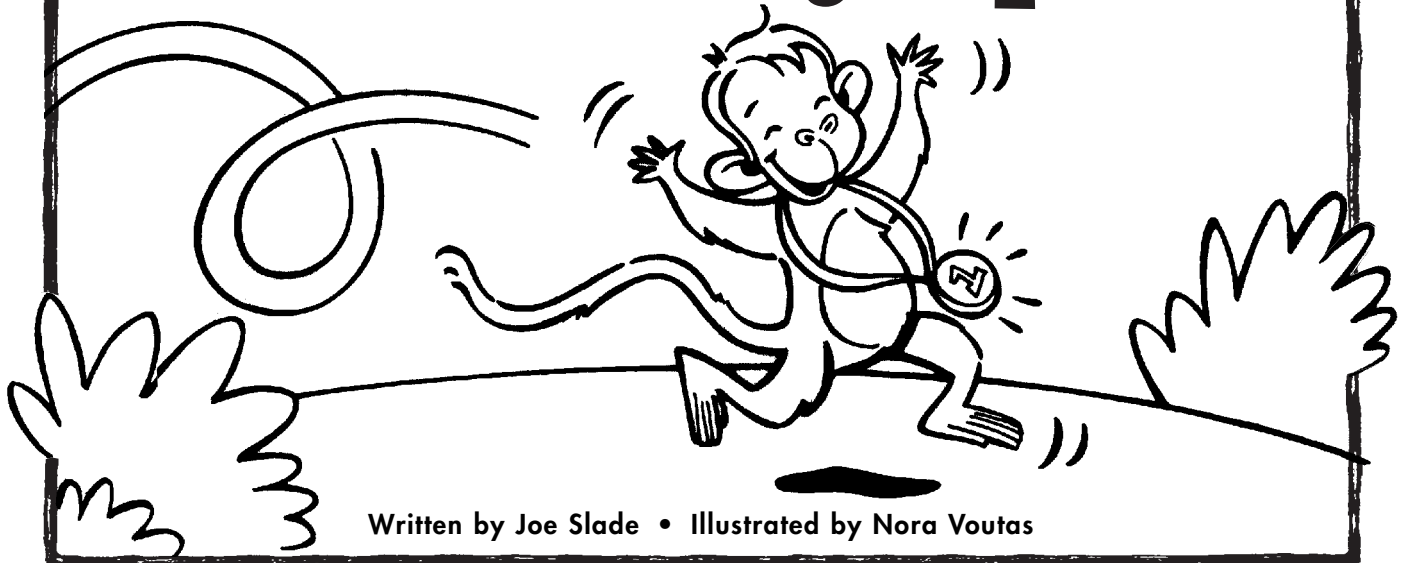


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BENCHMARK • J

Animal Olympics

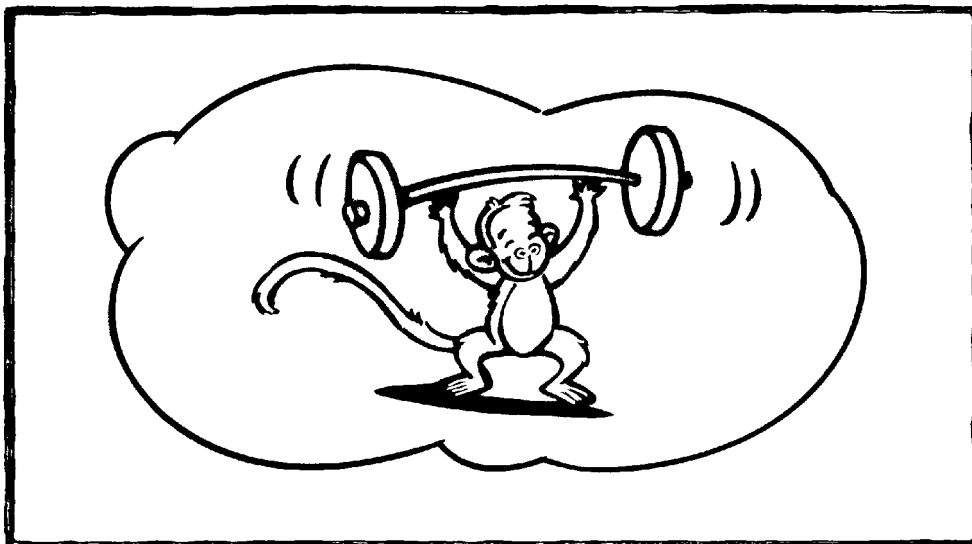


Written by Joe Slade • Illustrated by Nora Voutas

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Animal Olympics

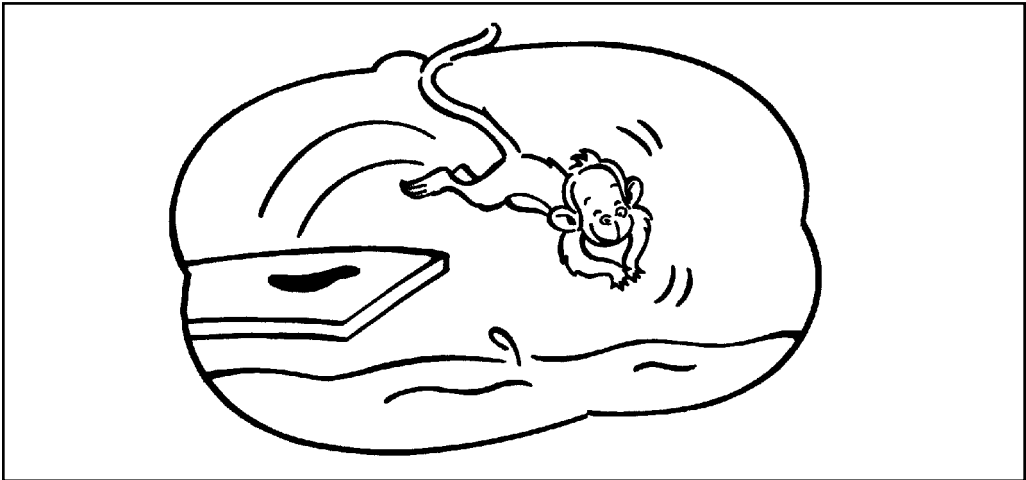
A Reading A-Z Level J Benchmark Book • Word Count: 401



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Animal Olympics



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16	DRA
16	Reading Recovery
1	Fountas & Pinnell

LEVEL J
Correlation

Animal Olympics
Level J Benchmark Book
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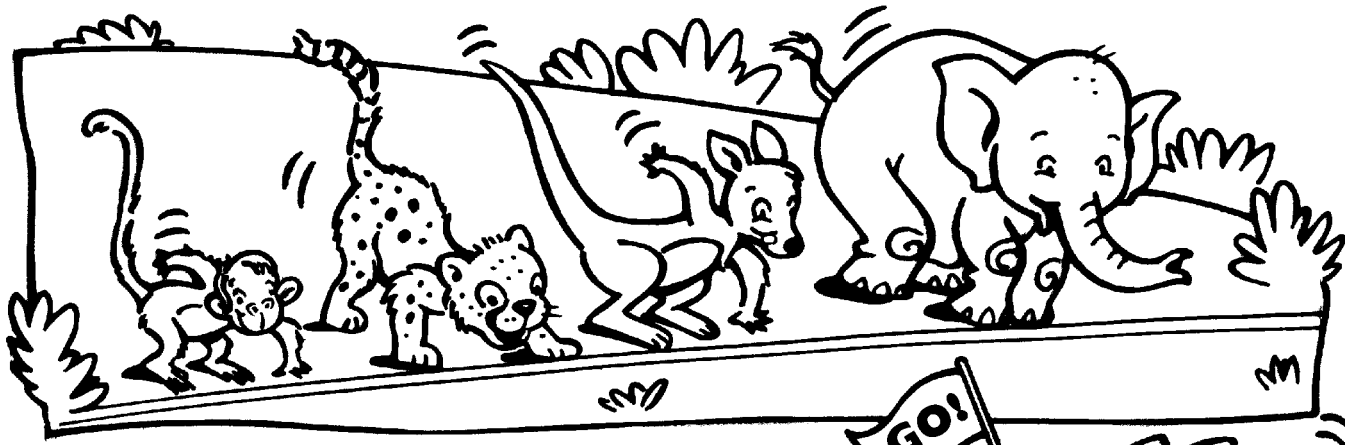
Bongo woke up early on the day of the Animal Olympics.
 He was very excited.
 He was sure he could win a gold medal.

3

The Animal Olympics were being held at the zoo.
 All the young animals were invited to compete in the games.

4





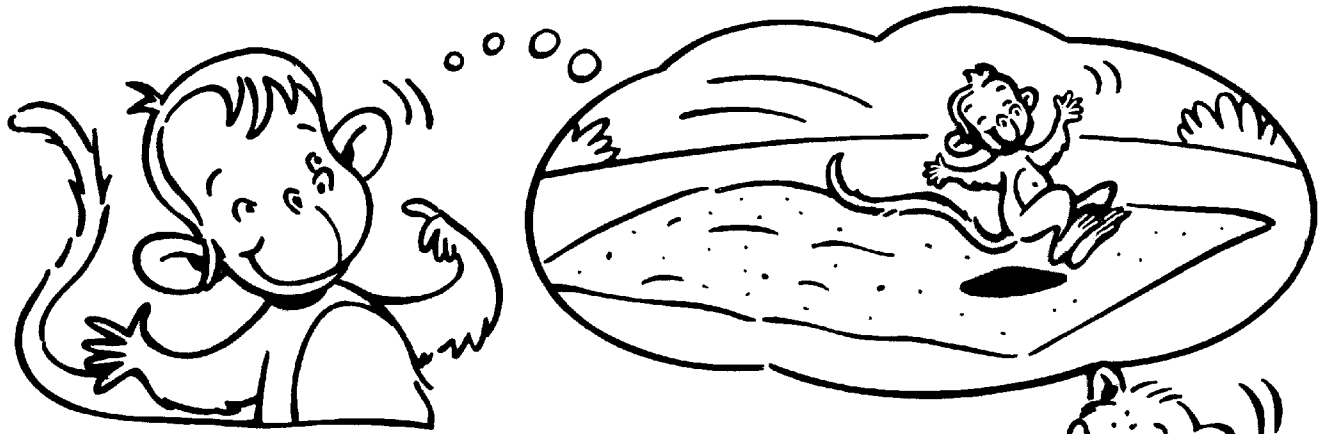
The first event was running.
 Bongo thought he was a good runner.
 He was sure he would win the race.
 The animals lined up at the starting line.
 "Ready, set, go!" yelled the starter.

5

6

Bongo had only run three steps
 when the winner reached the finish line.
 The cheetah won. Bongo was last.





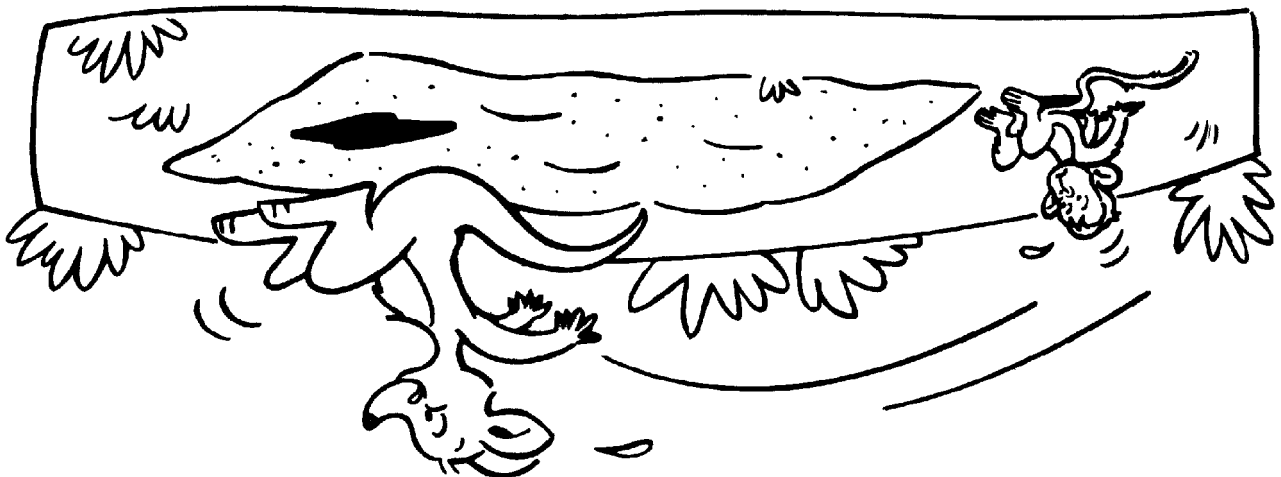
Bongo was not worried.
 There were still five events left.
 He would win the next event, the long jump.
 He was a great jumper.
 He was sure he would win the long jump.



7

Bongo did not even reach the sandpit.
 The kangaroo jumped to the end of the sandpit.
 The kangaroo was the winner.
 Bongo was last.

8

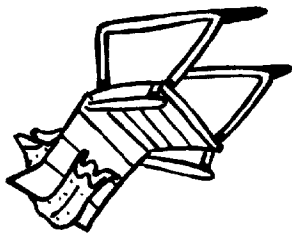




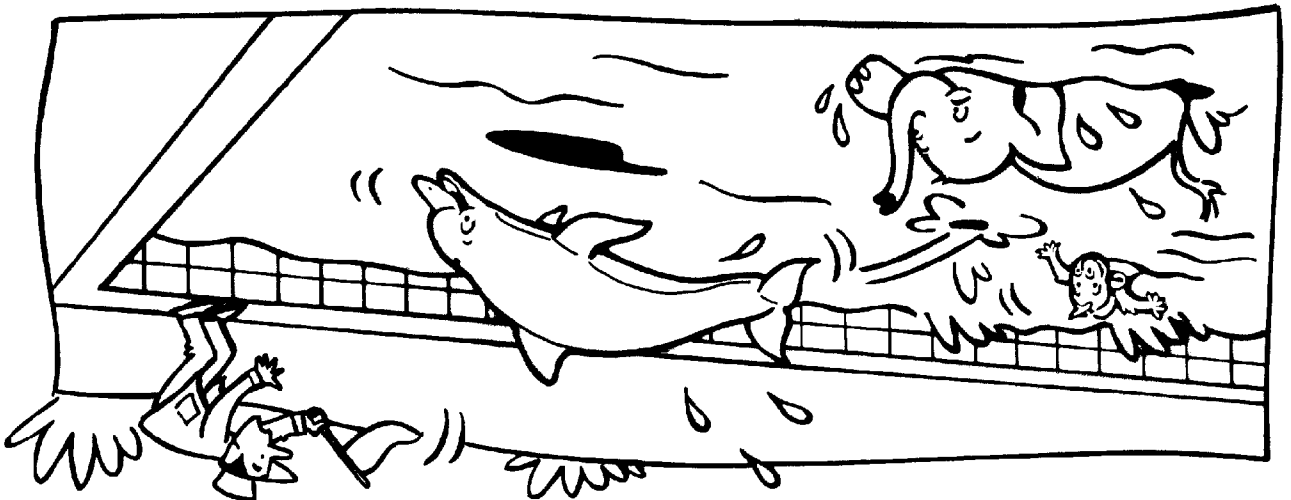
Bongo was not worried.
 There were still four events left.
 He would win the next event, swimming.
 He was a great swimmer.
 He was sure he would win the swimming race.



9



Bongo had only swum three strokes
 when the winner reached the end of the pool.
 The dolphin was the winner.
 Bongo was last.



10



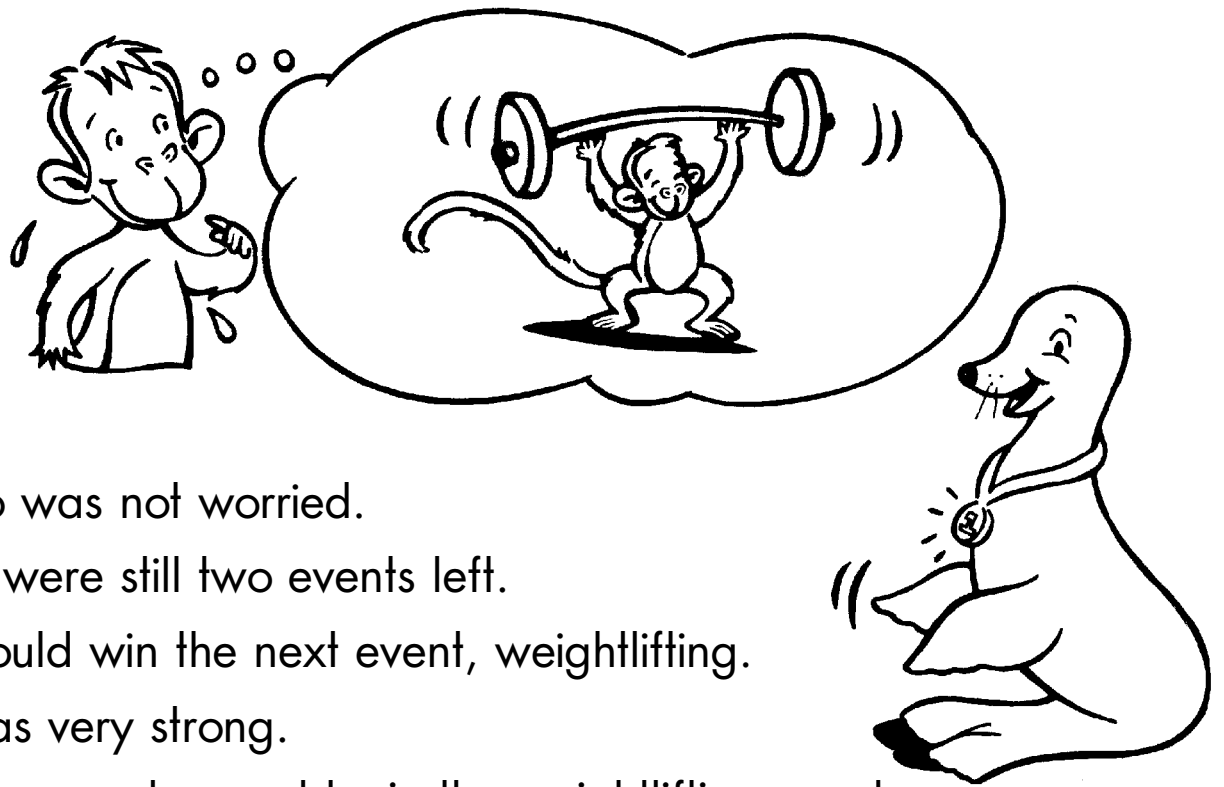
Bongo was not worried.
There were still three events left.
He would win the next event, diving.
He was a great diver.
He was sure he would win the diving event.

11



Bongo made his very best dive.
But he only scored 5 points.
The winner was the seal.
She scored 10 points.
Bongo was last.

12



Bongo was not worried.
There were still two events left.
He would win the next event, weightlifting.
He was very strong.
He was sure he would win the weightlifting event.

13



Bongo used all his strength to lift the barbells.
The elephant lifted much more.
The elephant was the winner.

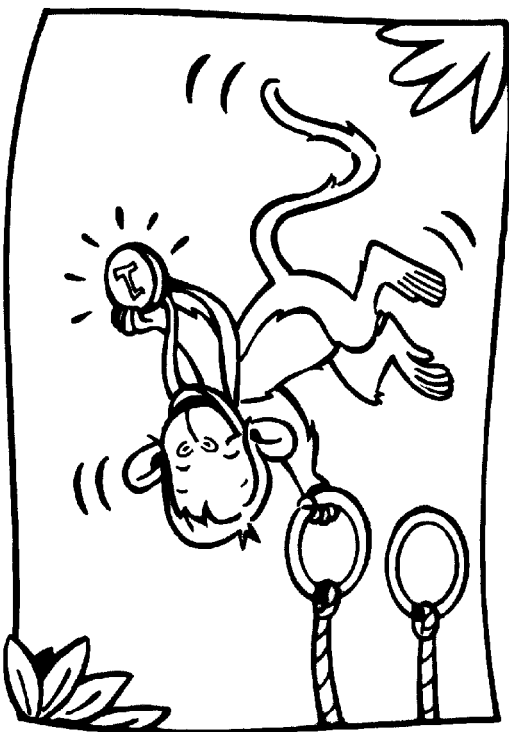
Bongo was last.

14



Bongo was very worried.
 There was only one event left.
 He had to win it to get a gold medal.
 He wasn't sure he could win the next event, gymnastics.
 He was worried that the other animals were better gymnasts.

15



The cheetah went first.
 He wasn't very good.
 He scored three points.
 The kangaroo was worse.
 He scored two points.
 The elephant was very clumsy
 and scored only one point.
 It was Bongo's turn.
 He was perfect.

He scored ten points and won a gold medal.

16

Reading a-z Running Record

Level J

Student's Name _____ Date _____

Animal Olympics
154 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	Bongo woke up early on the day of the Animal Olympics. He was very excited. He was sure he could win a gold medal.								
4	The Animal Olympics were being held at the zoo. All the young animals were invited to compete in the games.								
5	The first event was running. Bongo thought he was a good runner. He was sure he would win the race. The animals lined up at the starting line. "Ready, set, go!" yelled the starter.								
6	Bongo had only run three steps when the winner reached the finish line. The cheetah won. Bongo was last.								
7	Bongo was not worried. There were still five events left. He would win the next event, the long jump. He was a great jumper. He was sure he would win the long jump.								
8	Bongo did not even reach the sandpit. The kangaroo jumped to the end of the sandpit. The kangaroo was the winner. Bongo was last.								
Totals									

Accuracy Rate:

Error Rate:

Self-correction Rate:

What Comes from Plants

A Reading A-Z Level J Benchmark Book

Word Count: 388

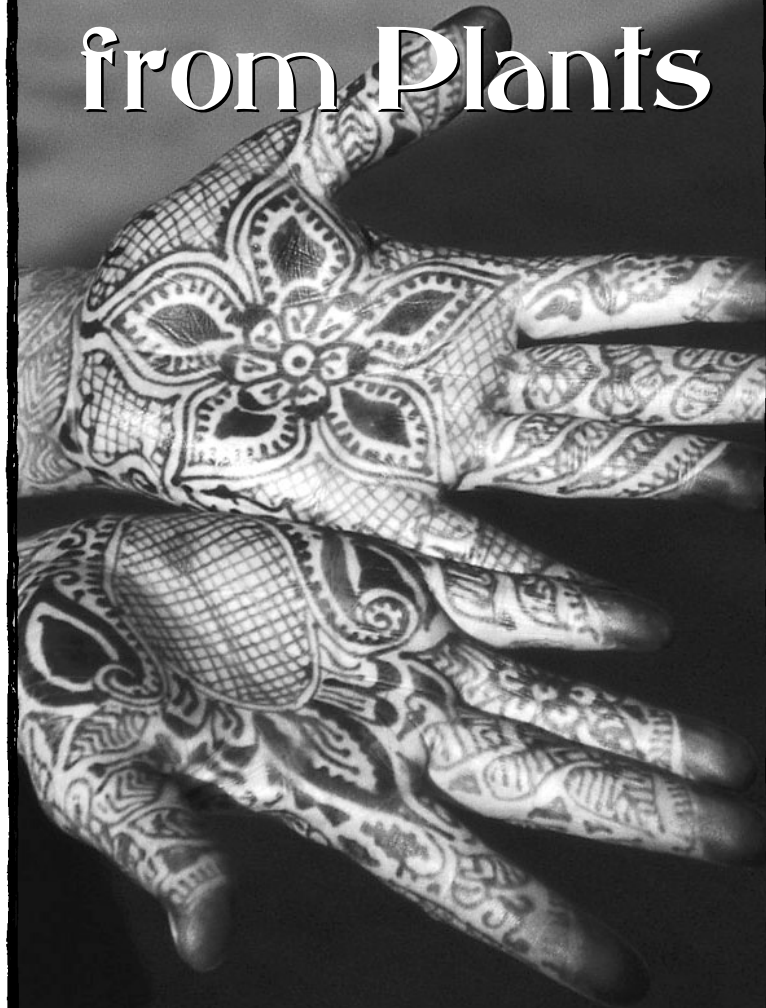


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BENCHMARK • J

What Comes from Plants



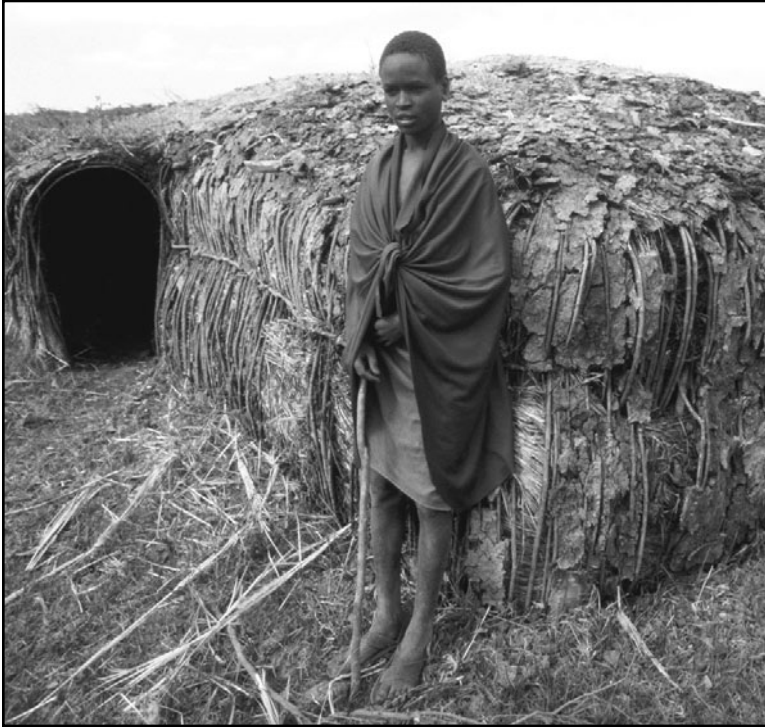
Written by Kathie Lester

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What Comes from Plants

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Level J Benchmark Book
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Correlation

LEVEL J	
Fountas & Pinnell	I
Reading Recovery	16
DRA	16

It's simple.

We cannot live without green plants.

In fact, no animals can live without green plants. Why?

There are two reasons.

First, green plants give us food.

They give us food because they can make their own food.

No other living thing can do this.

Green plants do it by using water, air, and sunlight.



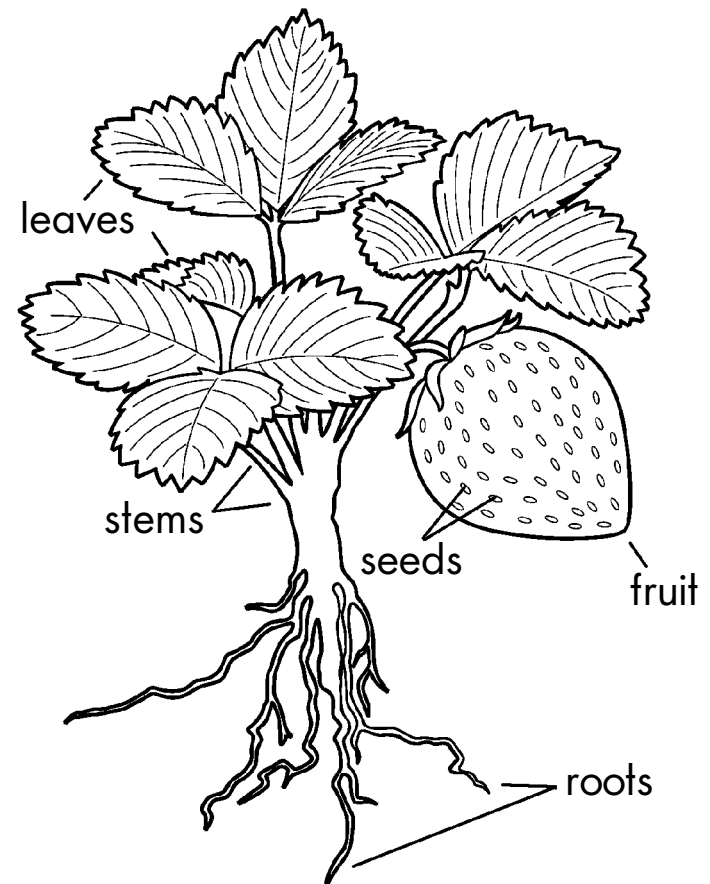
Strawberry fields

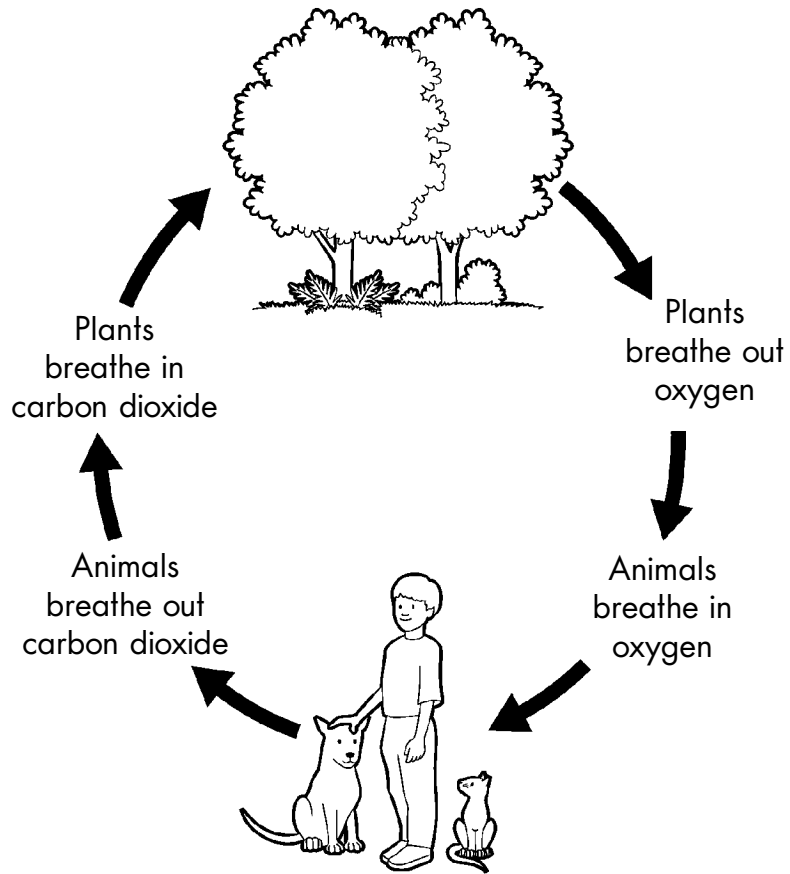
The food plants make is stored in their leaves.

It is stored in their roots and stems.

And it is stored in their fruits and seeds.

We eat this stored food, and so do other animals.





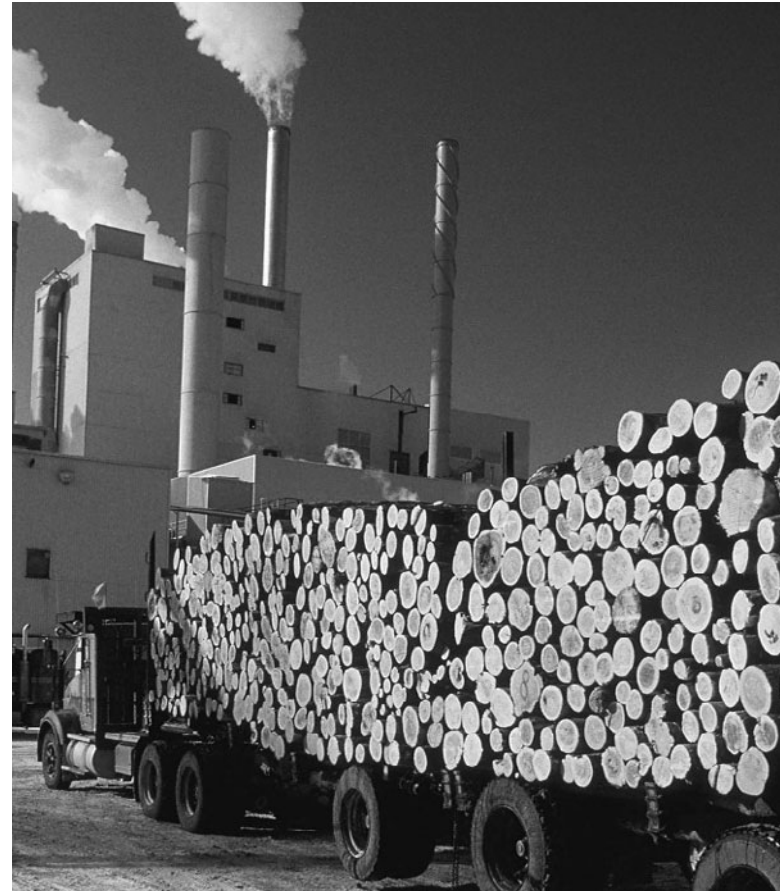
The second reason why we can't live without plants is that they make oxygen. They make oxygen when they make food. We need oxygen to breathe.

Where We Get the Food We Eat

FOOD	PLANT PART
apple, orange, peach, cherry	fruits
corn, wheat, oat, pea, coffee, chocolate	seeds
broccoli, cauliflower	flowers
carrot, turnip, sweet potato	roots
celery, rhubarb	stems
lettuce, tea	leaves
syrup, gum	saps

Many vitamins and medicines are made from plants.
Clothing is woven using fibers from cotton and flax plants.
Fabrics are colored using dyes from many different plants.

Medicines from plants



Logging truck driving to paper mill

Most paper is made from trees.
Other kinds of paper are made from rice and bamboo.
Rubber was first made from the sap of rubber trees.

Most of the fuel we burn for heat and use to run cars comes from plants. People burn wood, oil, coal, and gas. These fuels come from plants that died long ago.

Coal power plant (New Mexico)



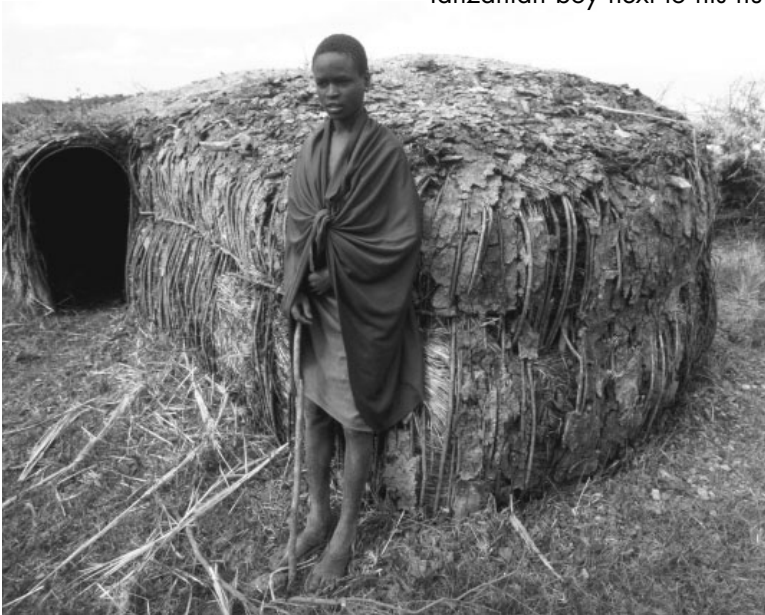
Henna from the henna bush is used for body decoration in Morocco.

Many cosmetics are made from plants. Perfumes come from flowers. Oil made from the jojoba bush and other plants is used in shampoo and skin creams. It is also used to lubricate machinery.

Humans use plants to make shelters.
Other animals also use plants to
make shelters.

Many houses are made of wood.
Some houses are made of grass
and leaves, and others are made
of straw, reeds, or sticks.
Even the furniture in houses often
comes from plants.

Tanzanian boy next to his hut



Woven basket



Spices, such as cinnamon,
and seasonings, such as oregano,
all come from plants.

Rope is made of fibers from plants
such as hemp and jute.

Baskets may be woven from strips
of wood.

Fibers from many different plants
may also be used.

We plant flowers, bushes, and trees around our houses for decoration. These plants also provide shade and attract birds. We may also use houseplants for indoor decoration. Taking care of plants in and around our homes is a hobby for many people.

Landscape plants



Giant sunflower

Plants are important to us in many ways. They provide us with food, oxygen, and many products. Besides that, plants are beautiful.

Reading a-z Running Record

Level J

Student's Name _____ Date _____

What Comes from Plants
118 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	It's simple.								
	We cannot live without green plants.								
	In fact, no animals can live without green plants. Why?								
	There are two reasons.								
	First, green plants give us food.								
	They give us food because								
	they can make their own food.								
	No other living thing can do this.								
4	Green plants do it by using water, air, and sunlight.								
	The food plants make is stored in their leaves.								
	It is stored in their roots and stems.								
	And it is stored in their fruits and seeds.								
5	We eat this stored food, and so do other animals.								
	The second reason why we can't live without plants is that they make oxygen.								
	They make oxygen when they make food.								
	We need oxygen to breathe.								
Totals									

Accuracy Rate:

Error Rate:

Self-correction Rate:

LEVELED READER • J

Darby's Birthday Party

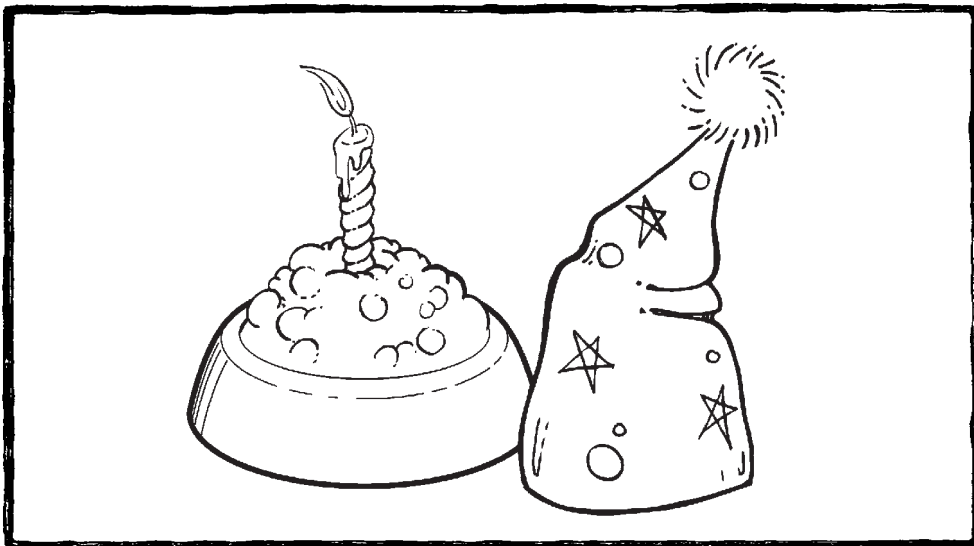


Written by Brian Roberts • Illustrated by Randy Gates

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Darby's Birthday Party

A Reading A-Z Level J Leveled Reader • Word Count: 350



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Darby's Birthday Party



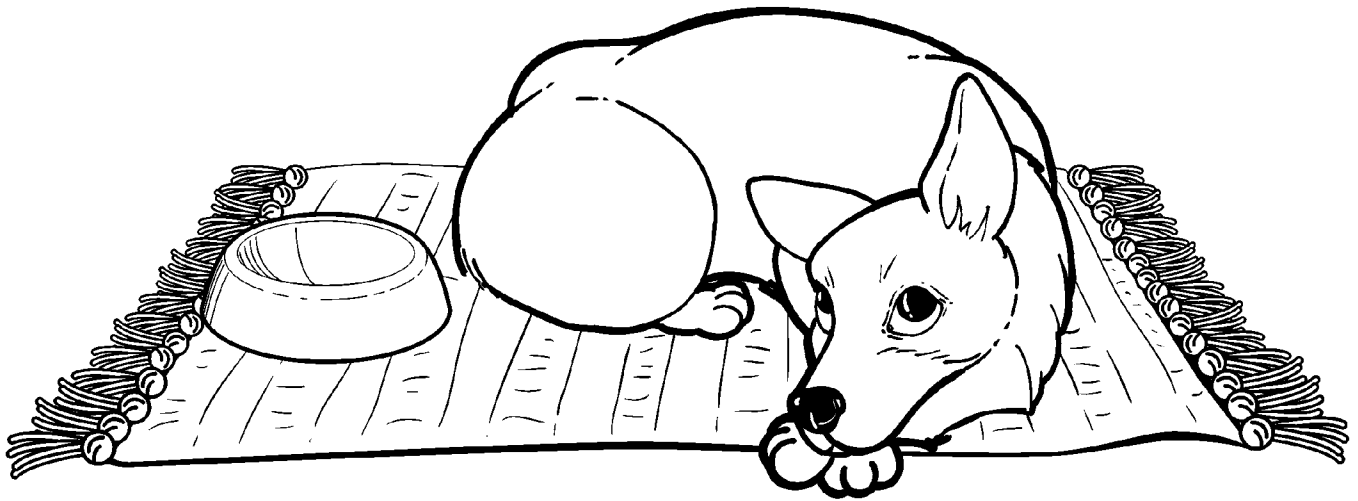
Written by Brian Roberts
Illustrated by Randy Gates

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LEVEL J	
Fountas & Pinnell	I
Reading Recovery	16
DRA	16

Correlation

Darby's Birthday Party
Level J leveled Reader
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Illustrated by Randy Gates
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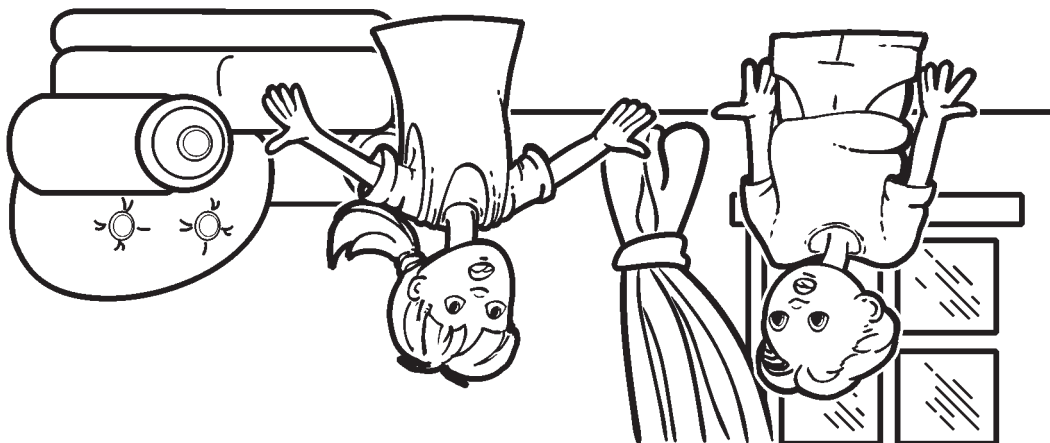


Darby the dog's birthday was just two days away.
On Friday, Darby would be 15 years old.
That is old for a dog.

3

"What shall we plan for Darby's birthday?" asked Mia.
"It is just two days away, and we haven't planned anything."
"We'd better think of something fast," said Mike.
"Darby will be unhappy if we do nothing on his birthday.
We always do something for Darby's birthday."

4





"Shall we have a party?

Shall we take him to the park?

Shall we take him to the beach?" asked Mia.

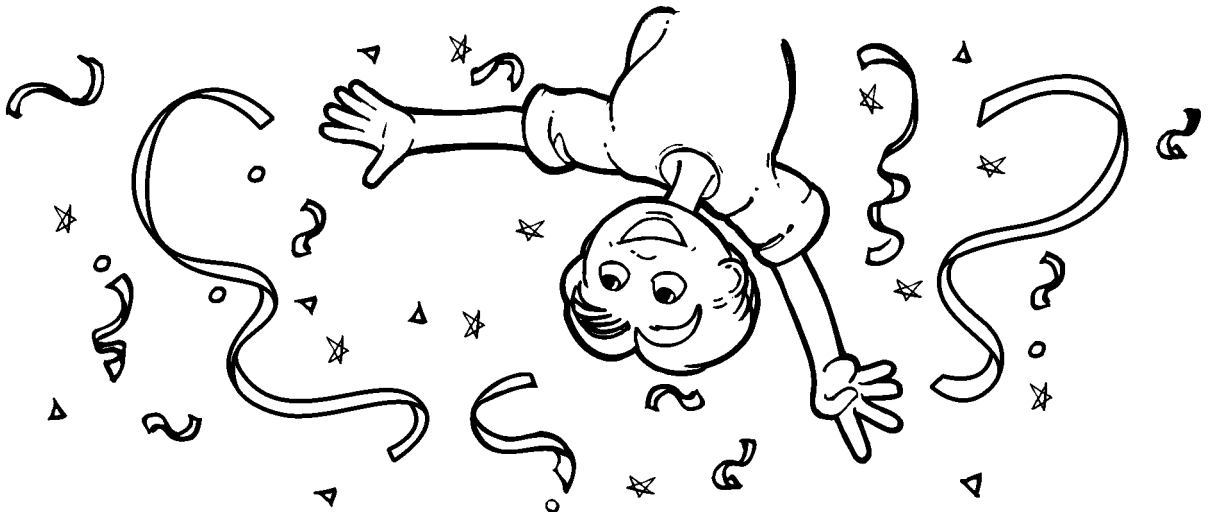
"Or shall we take him on a hike?

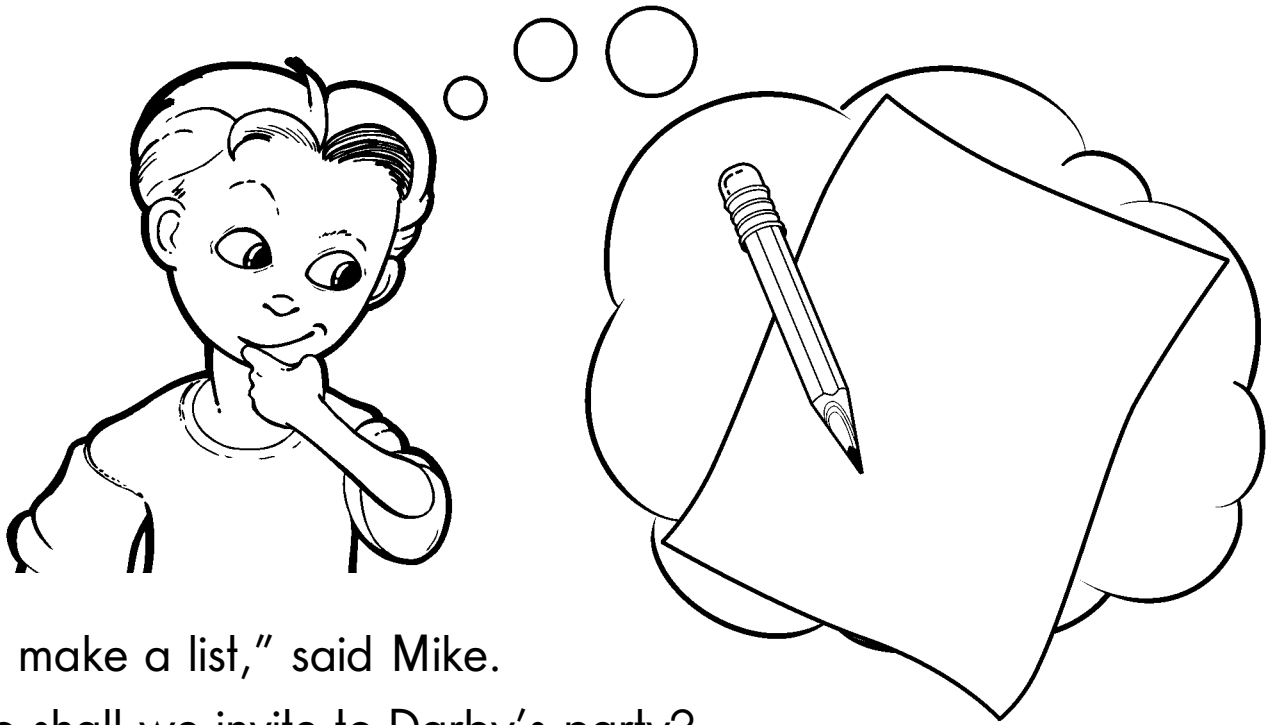
It is a special birthday because Darby will be 15 years old."

5

"We must plan a special party for Darby," said Mike.
"We have always had a party for Darby on his birthday.
And he will be 15 years old.
We have to plan a very special party."

6





"Let's make a list," said Mike.

"Who shall we invite to Darby's party?"

What shall we have to eat?"

7



"Where shall we have the party?"

What shall we do for fun?"

What games shall we play?"

8

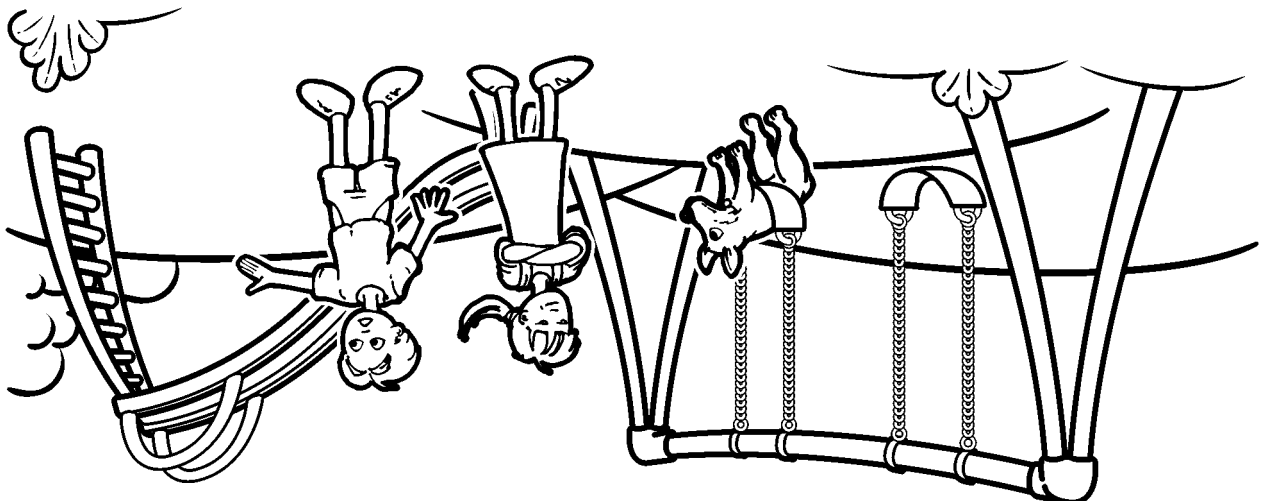


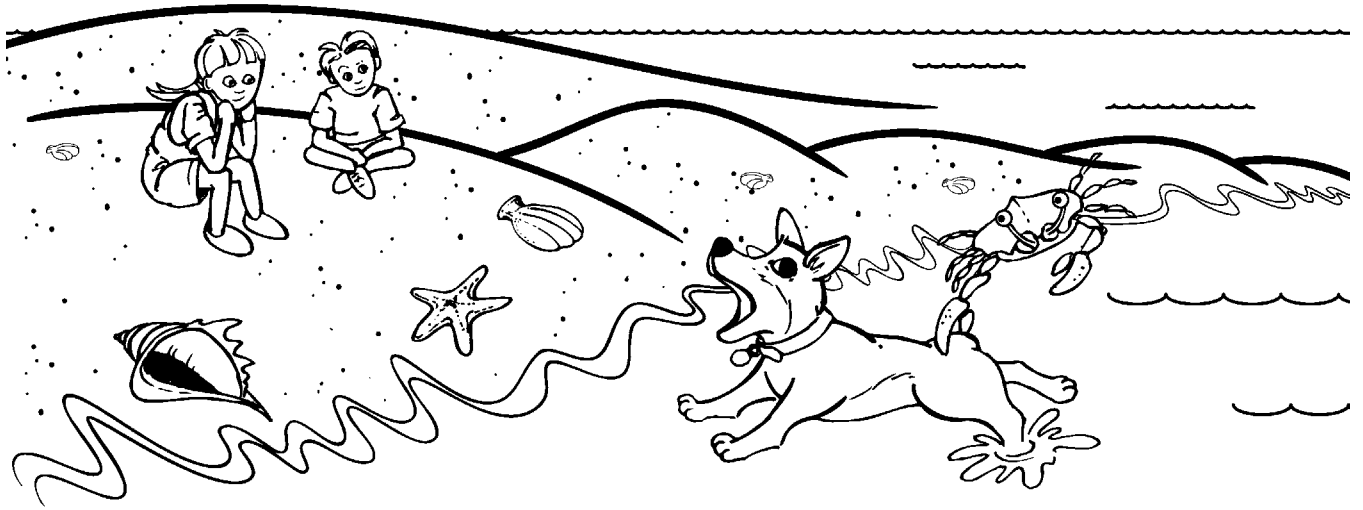
Mike and Mia planned a special party for Darby.
 They invited Darby's favorite friends.
 They planned Darby's favorite games.
 And they shopped for Darby's favorite food.

9

But they did not know where to have the party.
 Mike and Mia went to the park.
 "Is this a good place for the party?" asked Mia.
 "No," said Mike. "It is not special."

10



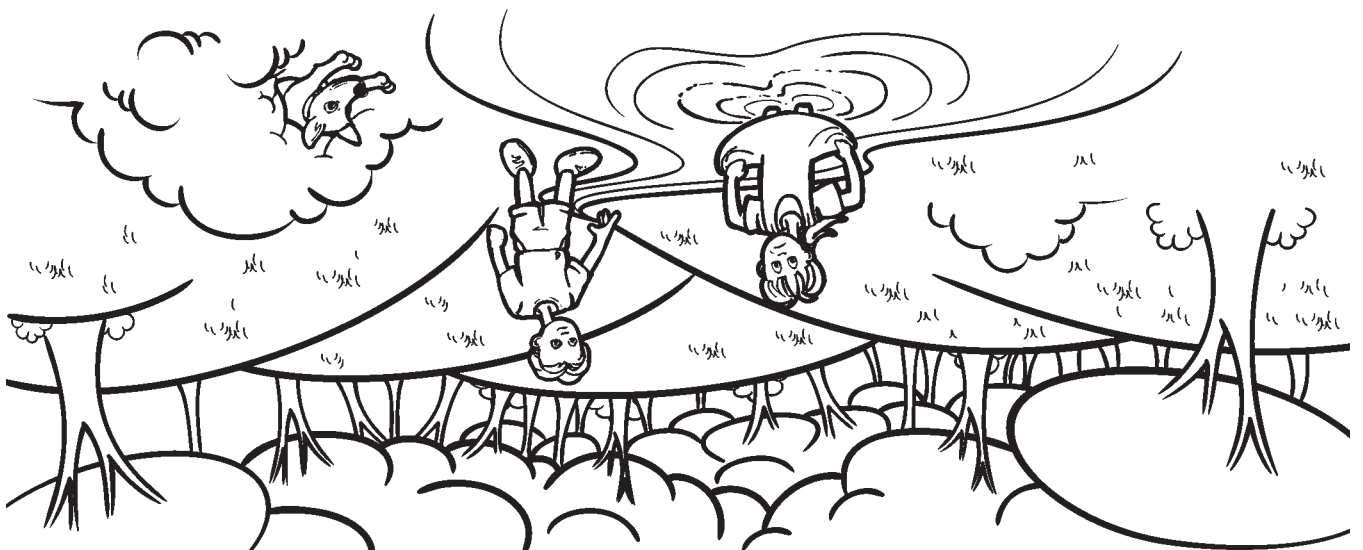


They went to the beach.

"Is this a good place for the party?" asked Mia.

"No," said Mike. "It is not special."

11

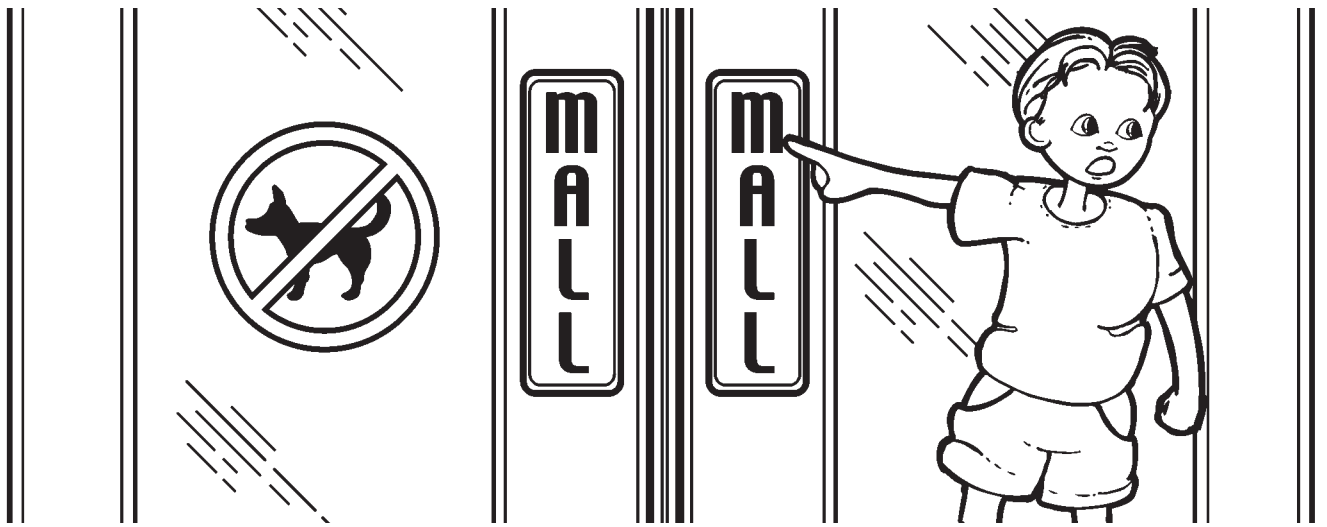


They went to the woods.

"Is this a good place for a party?" asked Mia.

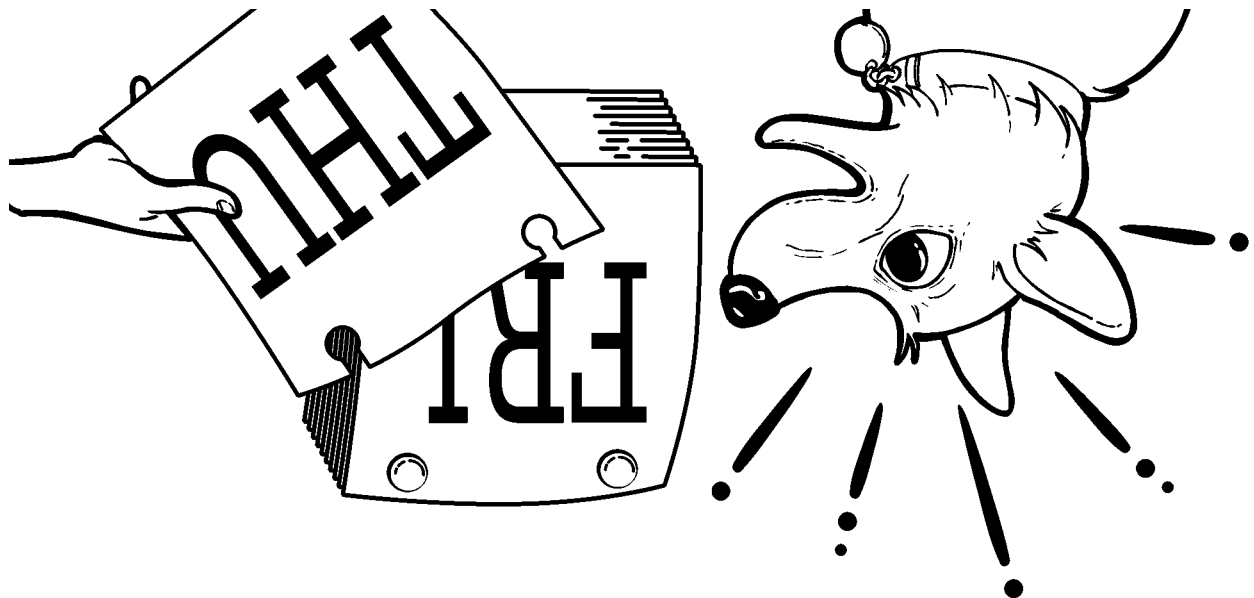
"No," said Mike. "It is not special."

12



They went to the mall.
 "Is this a good place for a party?" asked Mia.
 "Not for a dog," said Mike.

13



Soon it was Friday.
 It was the day of Darby's birthday party.
 Where did they have the party?

14

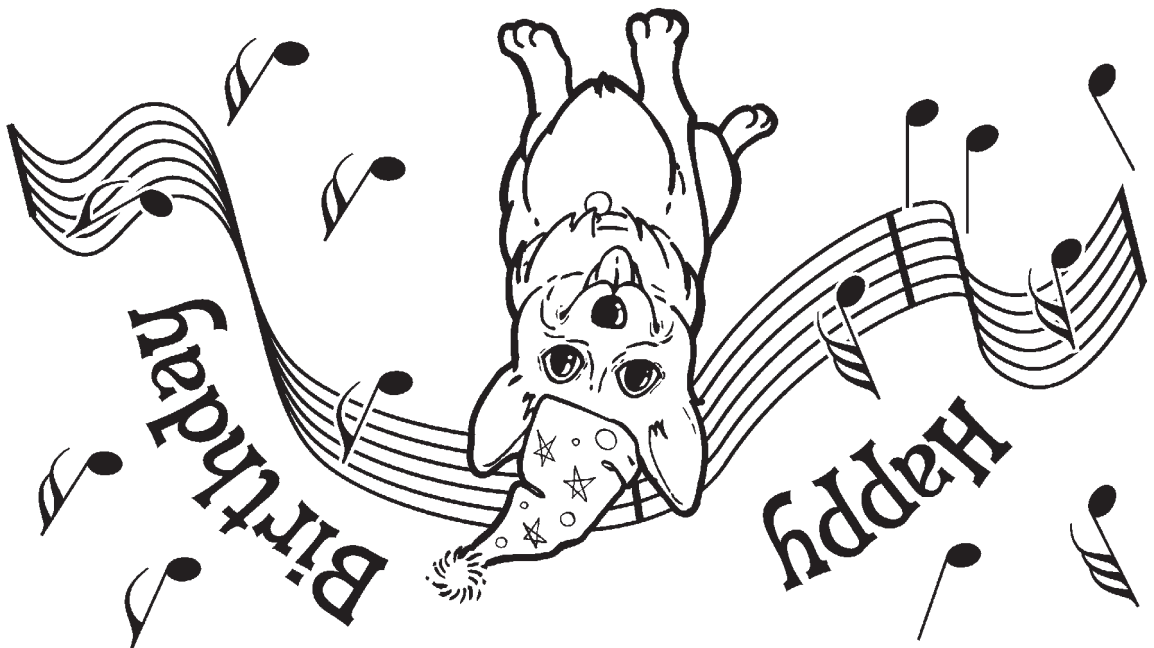


At the zoo, of course.
It was Darby's favorite place.

15

Darby saw all of his zoo friends.
And they all sang, "Happy Birthday to Darby."

16



Name _____

INSTRUCTIONS: Have the children circle the correct answer in each box. When they finish, have them write a sentence about their favorite place for a birthday party at the bottom of the page.

1. It was Darby's special birthday. How old would Darby be?

13	15	10
----	----	----

2. Who was planning Darby's birthday?

Ann	Mike	Sally	Mia
-----	------	-------	-----

3. Where did Darby go to look for a special place?

Pond	Park	Beach
------	------	-------

4. What did Mike and Mia make?

Book	List	Cloud
------	------	-------

5. What day was Darby's birthday?

Wednesday	Friday	Monday
-----------	--------	--------

6. Where did Darby go for his special birthday?

Woods	Mall	Zoo
-------	------	-----

7. _____

Name _____

INSTRUCTIONS: Here are some words the children can break into parts or 'syllables'. Tell them to tap out the syllables and write the number of syllables in the box.

For example: party par. ty 2

freedom

invite

bedroom

pencil

Darby

shopped

birthday

favorite

old

festival

anything

alphabet

unhappy

special

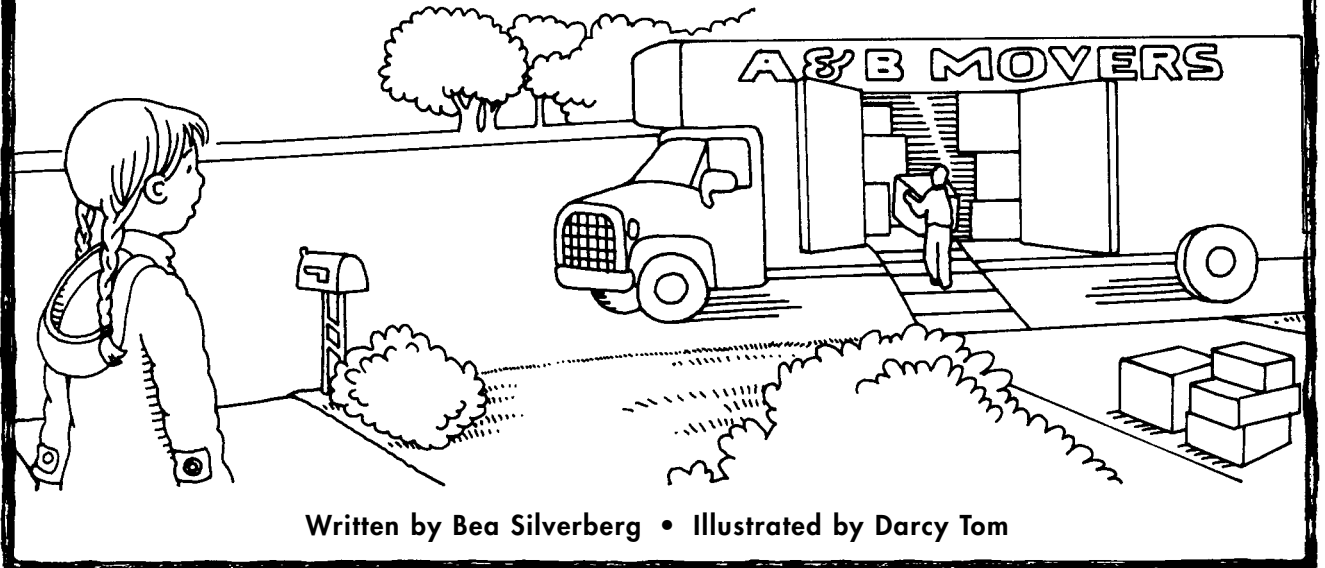
beach

Friday



LEVELED READER • J

Changes

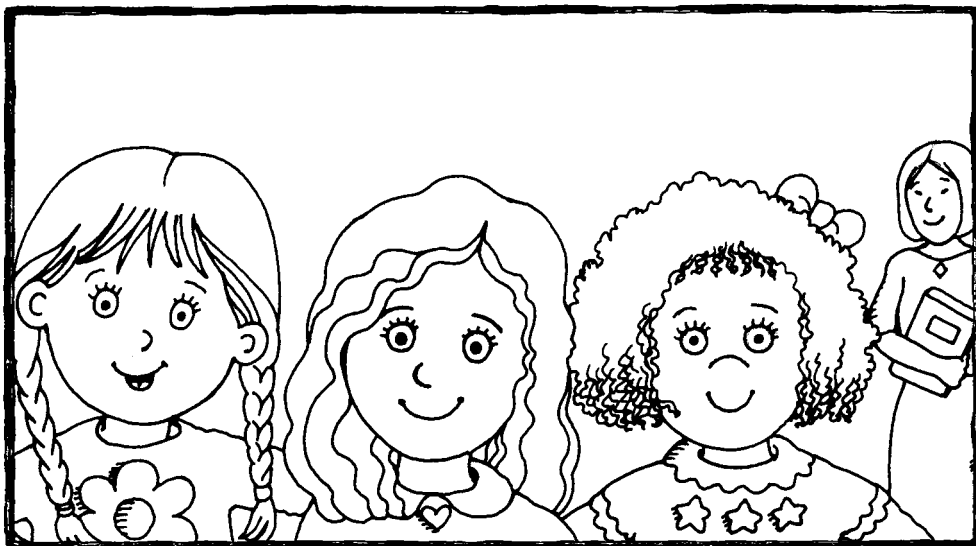


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Changes

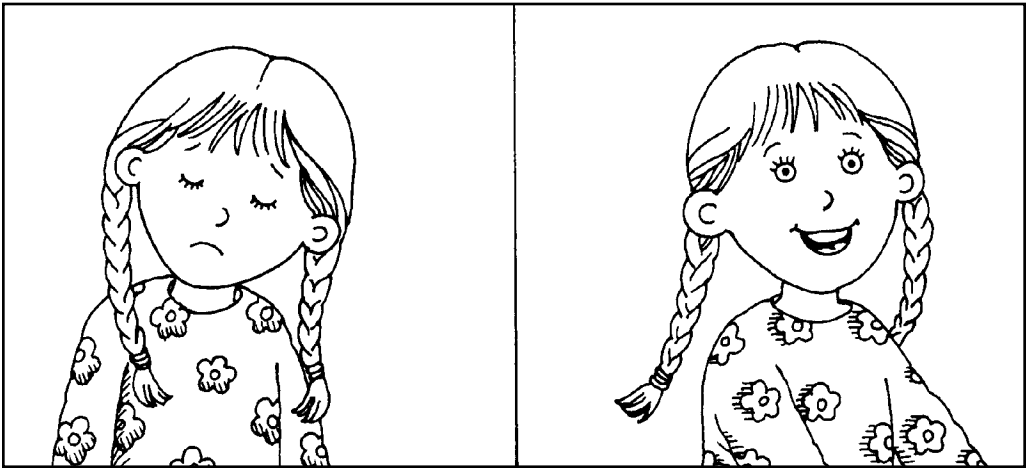
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Changes



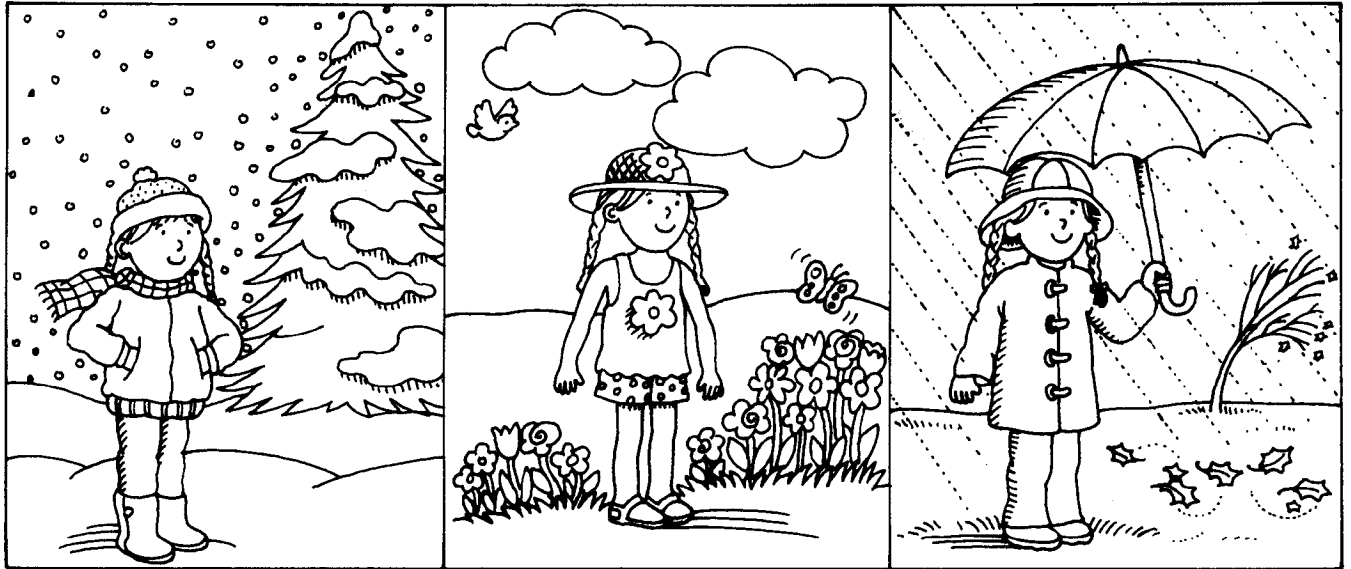
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16	DRA
16	Reading Recovery
1	Fountas & Pinnell

LEVEL J
Correlation

Changes
Level J leveled Reader
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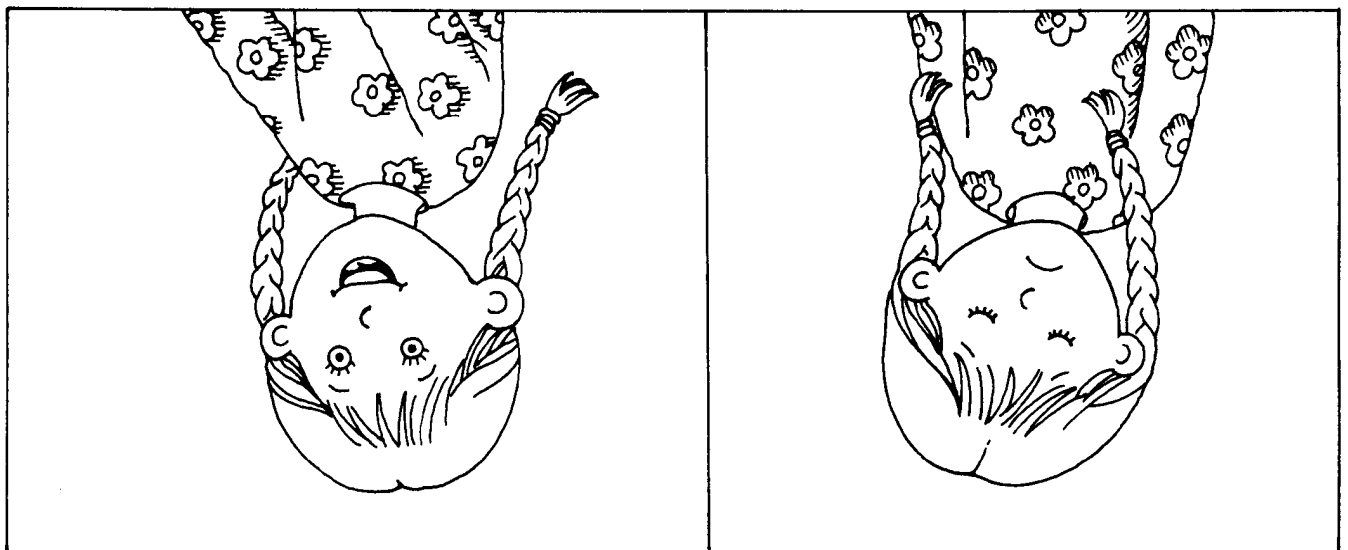


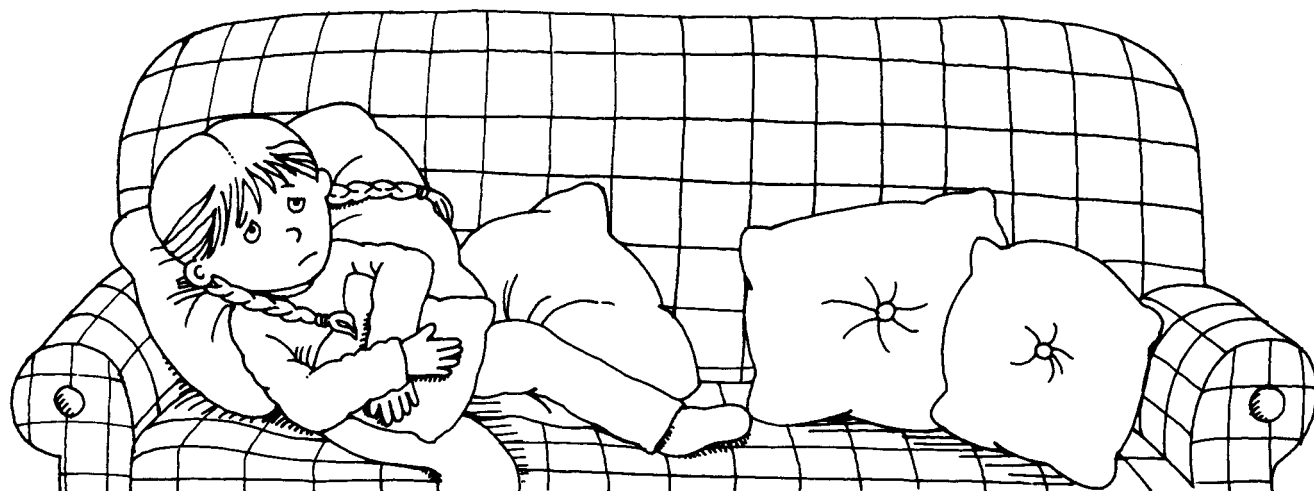
Things are always changing,
like the clock, the weather, and even me.
It seems nothing ever stays the same.

3

My life has been full of changes.
Sometimes I don't feel good about them,
but then later it gets better.

4



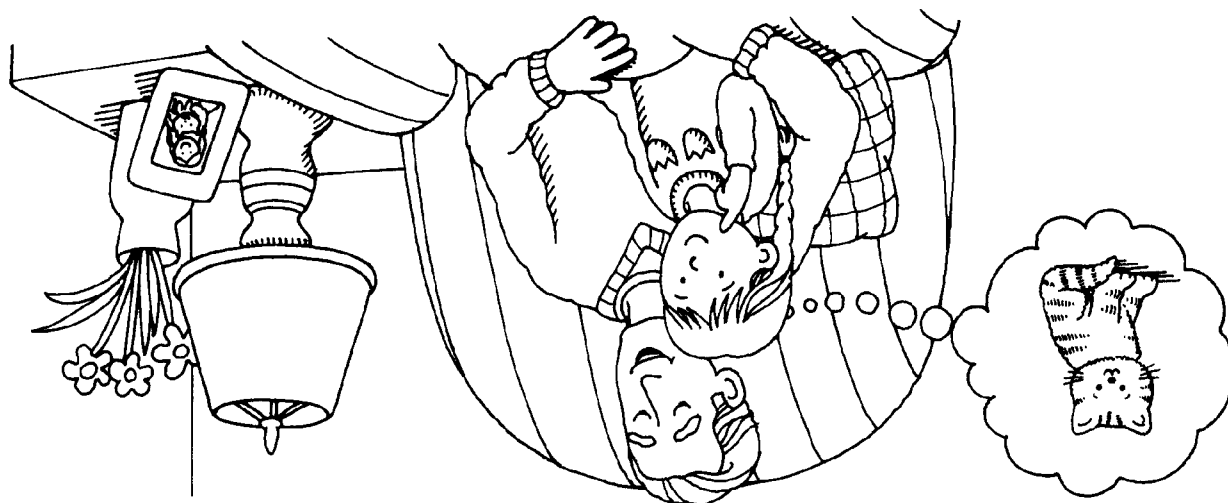


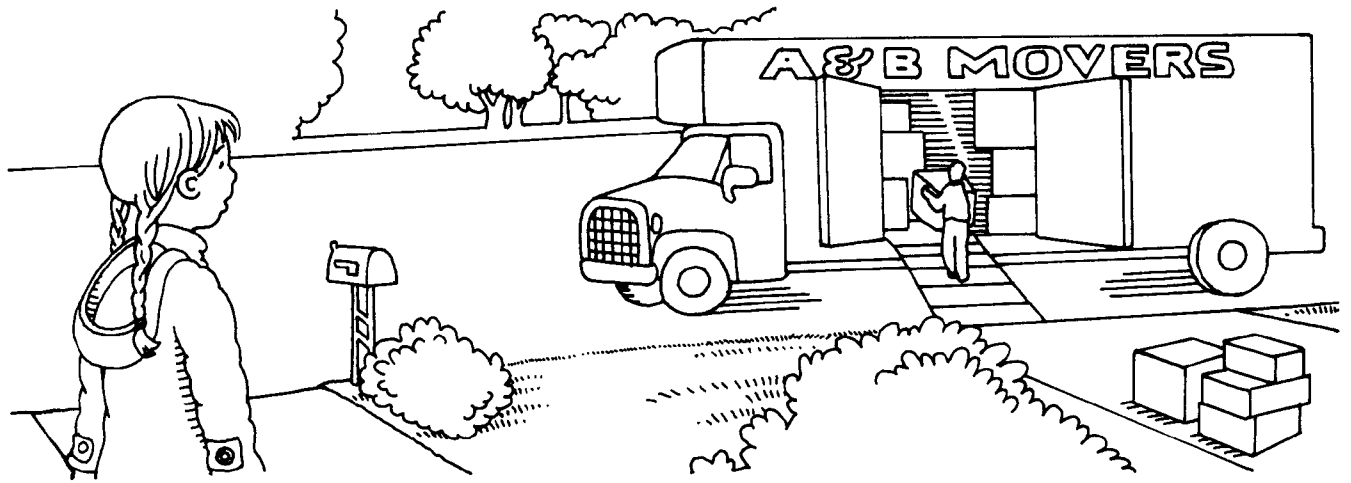
Taffy, my kitty, ran away.
 We have looked for him all over,
 but we cannot find him anywhere.
 I miss Taffy a lot, and I am sad.

5

Dad says that we can get another kitty.
 That makes me feel better.
 I don't know what I will name him,
 but I will always remember Taffy.

6



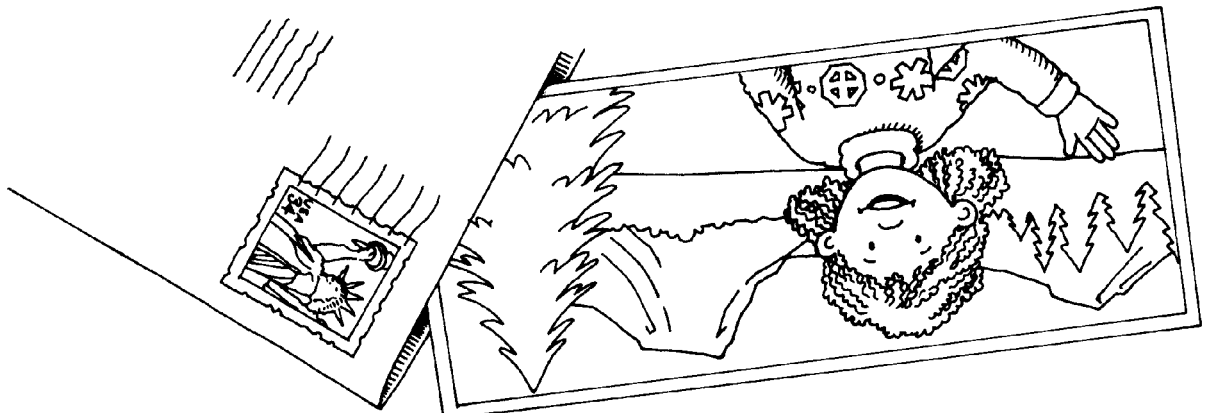


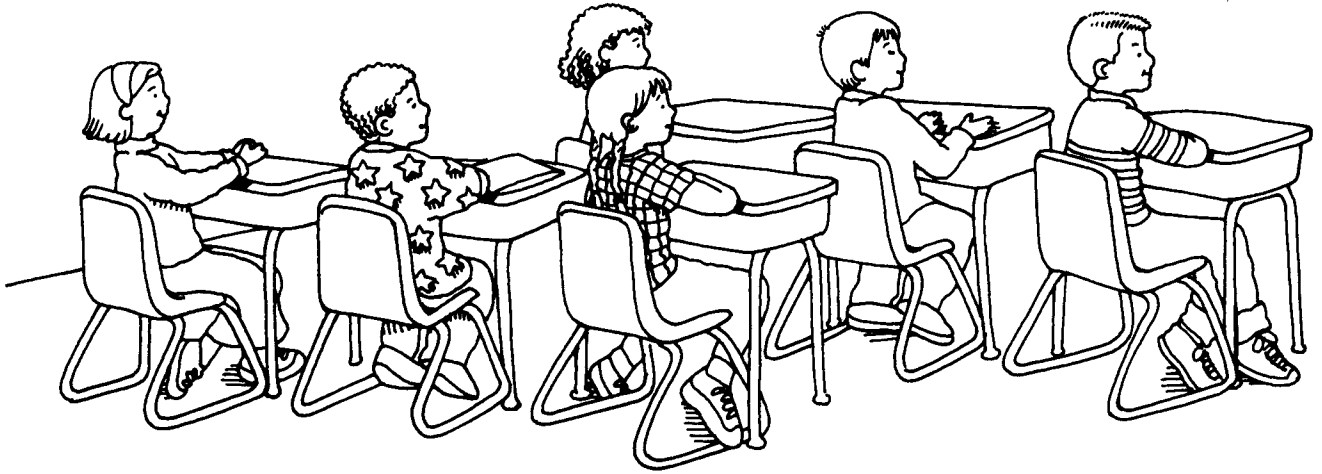
My best friend, Robin, just moved away.
 The moving van took away everything,
 and the house is empty.
 I wish Robin were here to play with me.

7

Robin now lives in the mountains.
 I have never seen mountains,
 but they sound like fun to visit.
 Mom says we can take an airplane
 so I can see Robin and play with her again.

8



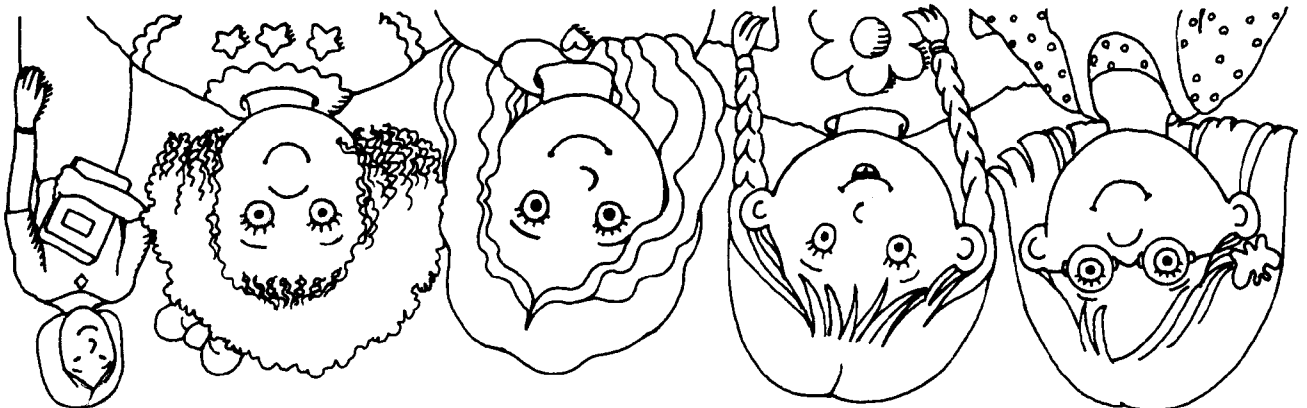


The day I started the new school year,
 I was scared of all the new children in my class.
 I was afraid they wouldn't like me,
 and that I couldn't run as fast as they do.

9

Now I am happy because
 I have made lots of new friends.
 I like Sarah and Ana,
 and Mary Lou, who makes me laugh.
 I love my class and my teacher.

10



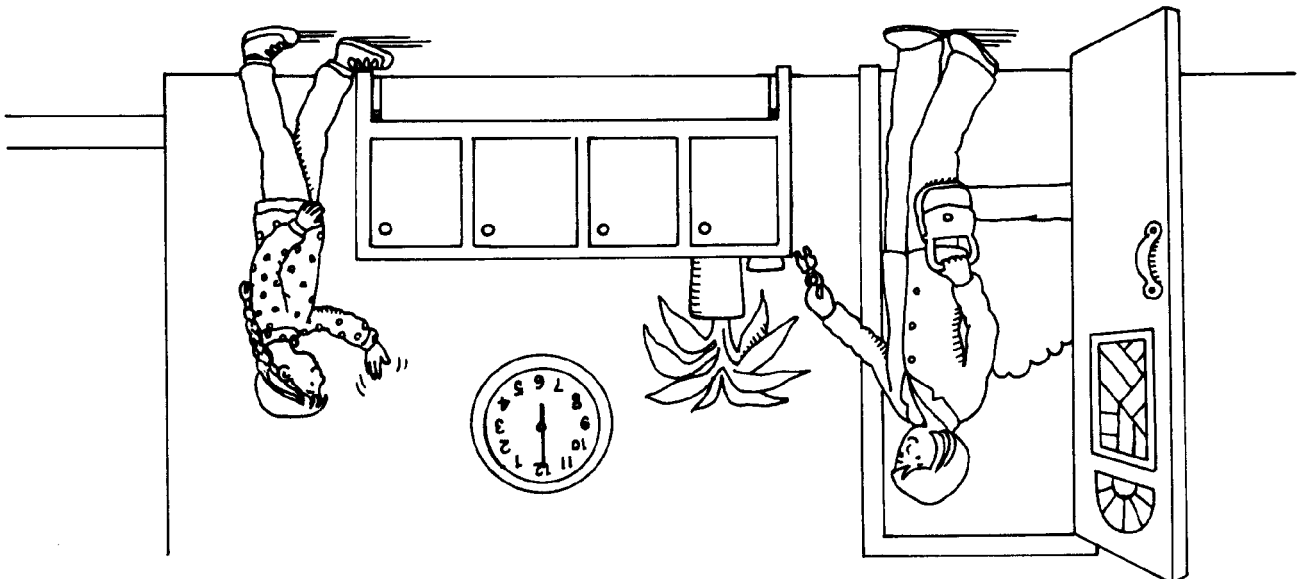


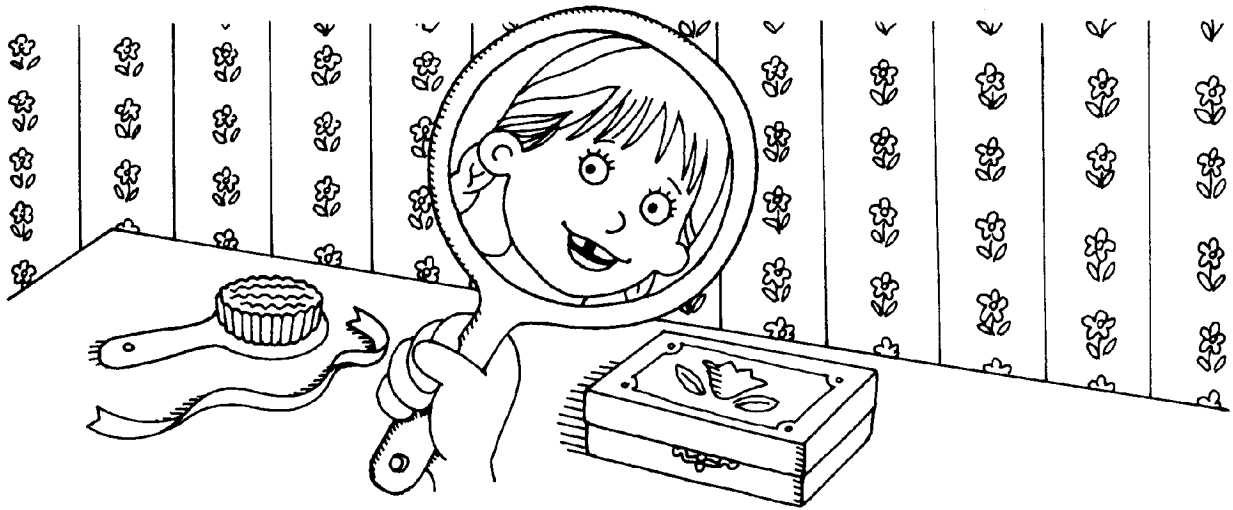
Mom just took a new job at an office downtown.
 She's not here when I come home from school.
 My Aunt Barbara is here to give me cookies and milk.

11

Then I wait and wait for Mom to come home.
 When the hands of the clock point straight up and down,
 she comes home, and that makes me happy.

12



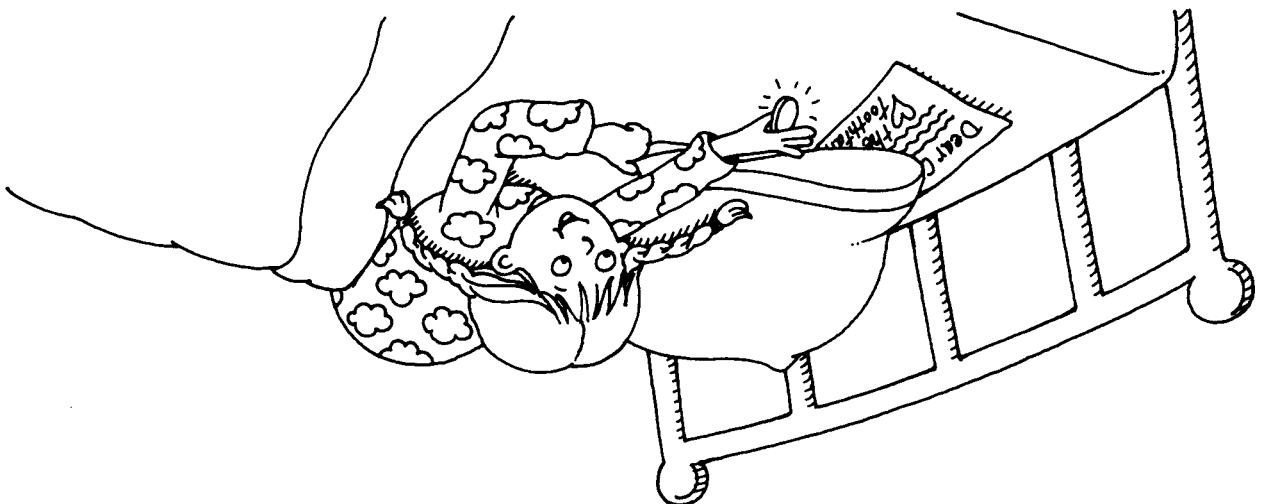


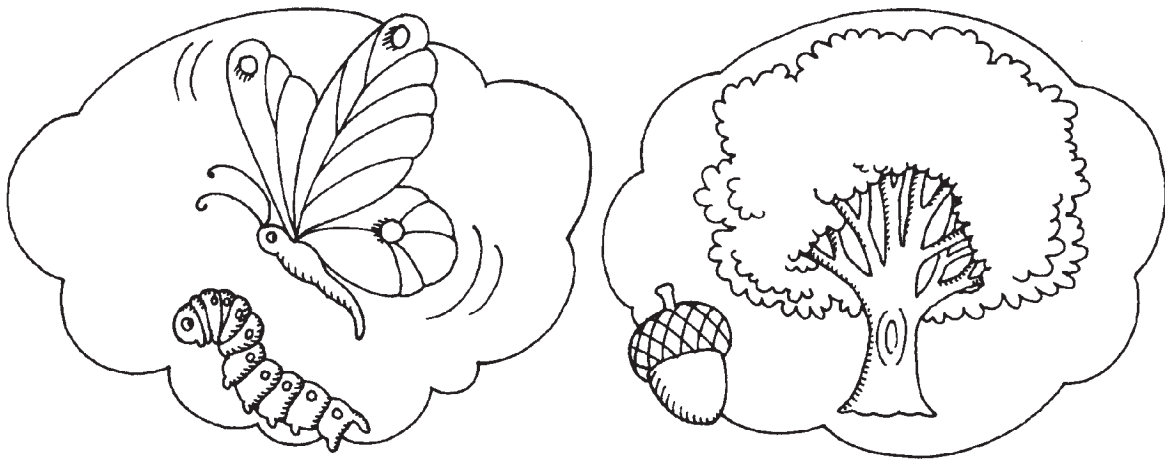
Things are always changing, even with me.
 Yesterday I looked in the mirror.
 My face looked like a Halloween pumpkin
 because I lost my first tooth.

13

I had a big surprise when I woke up this morning.
 My tooth was gone from under my pillow.
 There was a note from the tooth fairy and a whole quarter.
 I'm going to save it to buy some colored pencils.

14



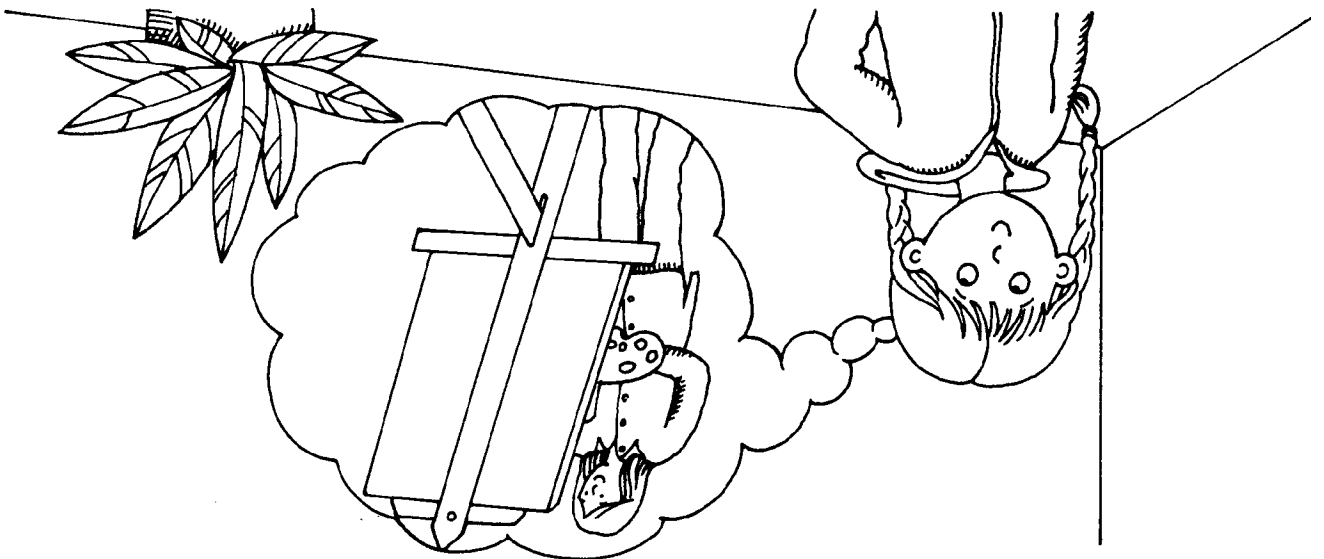


In school I learned that crawly caterpillars
change into butterflies.
And tiny acorn nuts grow
into great big oak trees.

15

Mom says that long ago, she was little like me.
Do you think some day I will change and be a grownup?
I think I will be an artist.

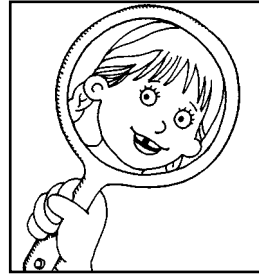
16



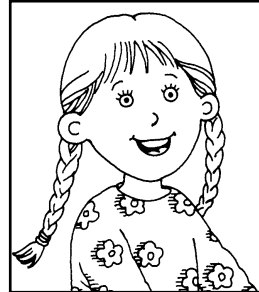
Name _____

INSTRUCTIONS: Have children identify the expressions on the character's face in each picture and draw a line connecting the emotion with the expression. Then have them write something else that always changes.

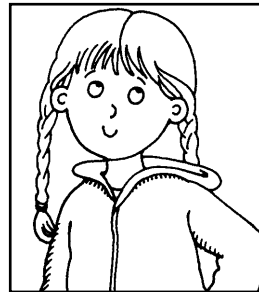
Happy



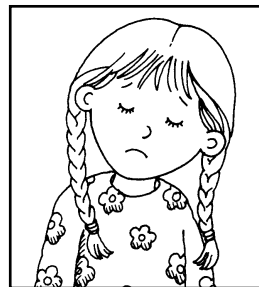
Sad



Excited



Dreaming



Name _____

INSTRUCTIONS: Have children break the following words into their two combined words.

sometimes

cannot

anywhere

everything

airplane

downtown

butterflies

grownup

+

+

+

+

+

+

+

+

CHANGES • LEVEL J • 2

SKILL: COMPOUND WORDS

Can You Say Pterodactyl?

A Reading A-Z Level J Leveled Reader

Word Count: 393



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LEVELED READER • J

Can You Say Pterodactyl?



Written by Stephen Cosgrove
Illustrated by Carolyn LaPorte

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Can You Say Pterodactyl?



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Level J Leveled Reader
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Correlation

LEVEL J	
Fountas & Pinnell	I
Reading Recovery	16
DRA	16



There once was a very rare creature
called a pterodactyl.

She had big, leathery wings.

She had a big, bony beak.

But her name she could
barely speak.

Her name was Pterodactyl.

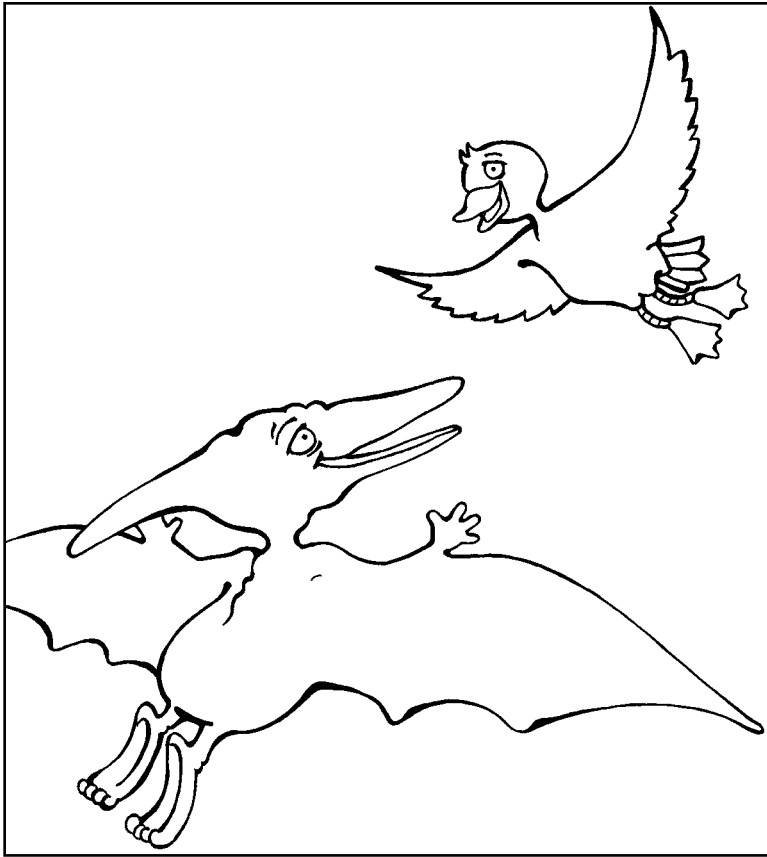


The pterodactyl couldn't say
"Pterodactyl."

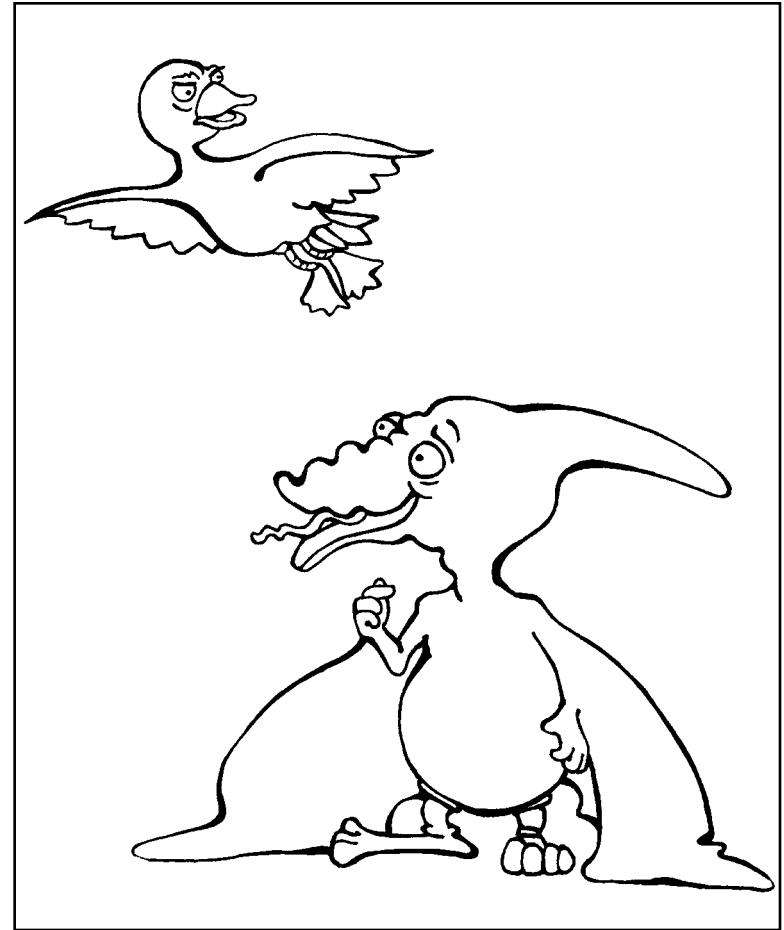
The word got caught between
her beak and tongue.

She would take a big breath.

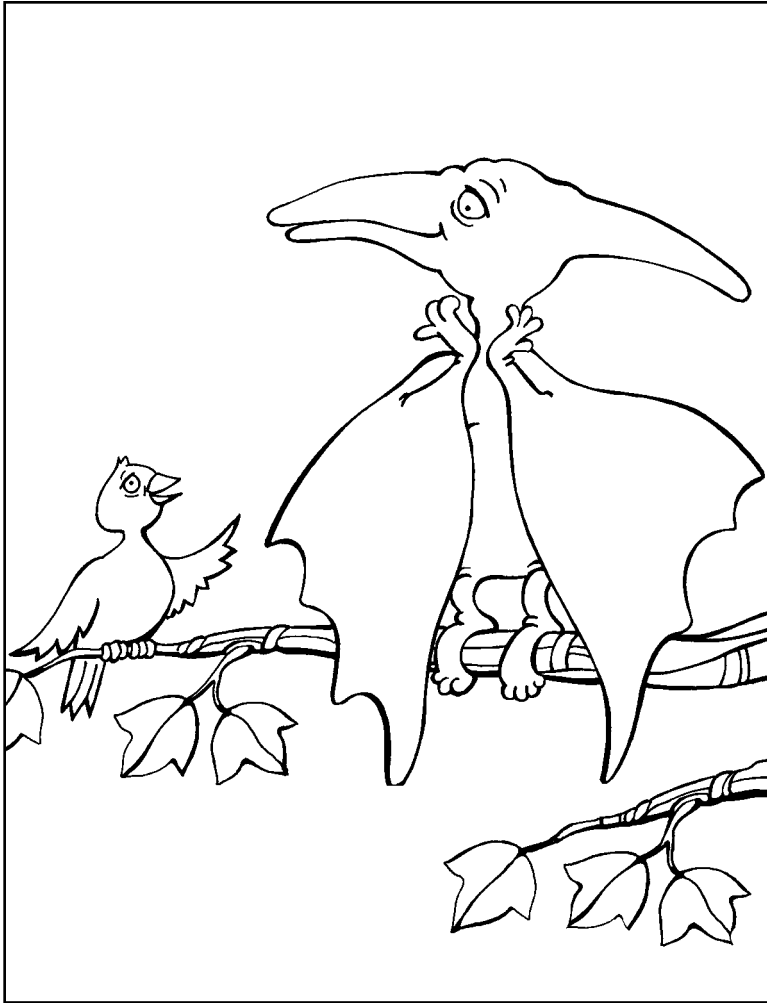
She would scrunch up her beak
and blurt, "Patero Whack Datal!"



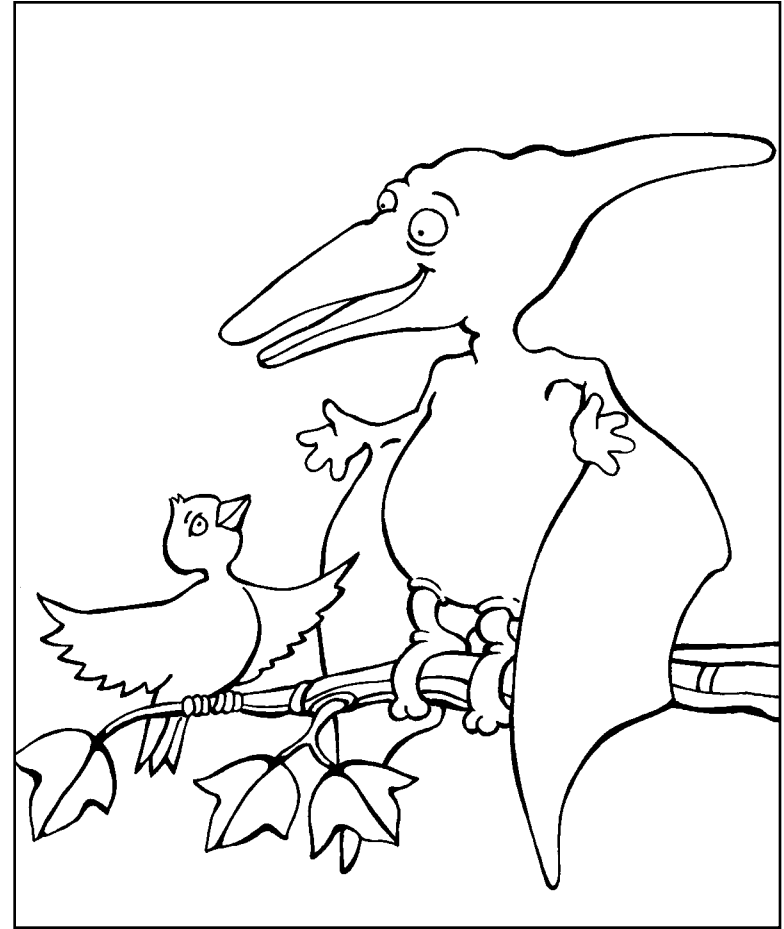
Now, if you can't say your name,
it is very hard to meet someone new.
One day, as she was flying along,
she met a duck.
The duck said, "Hi, I'm Duck.
Who are you?"



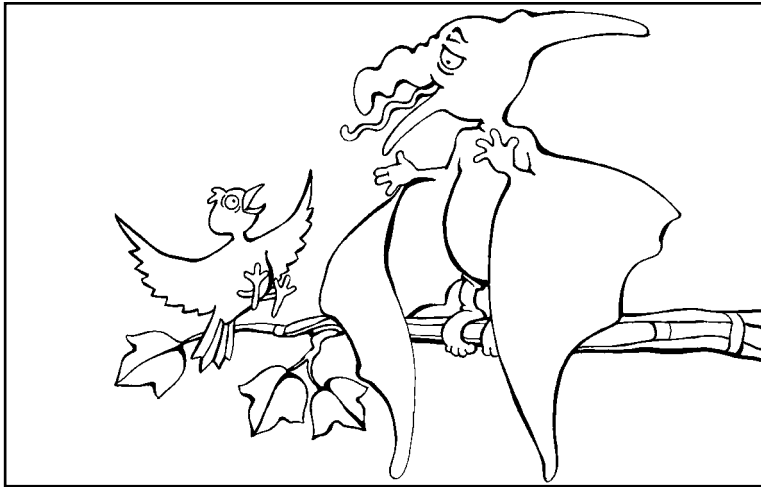
She took a deep breath.
She scrunched up her beak and said,
"Patero Patero-Whack Whack-Datall!"
The duck thought she was making
a rude noise and flew away.



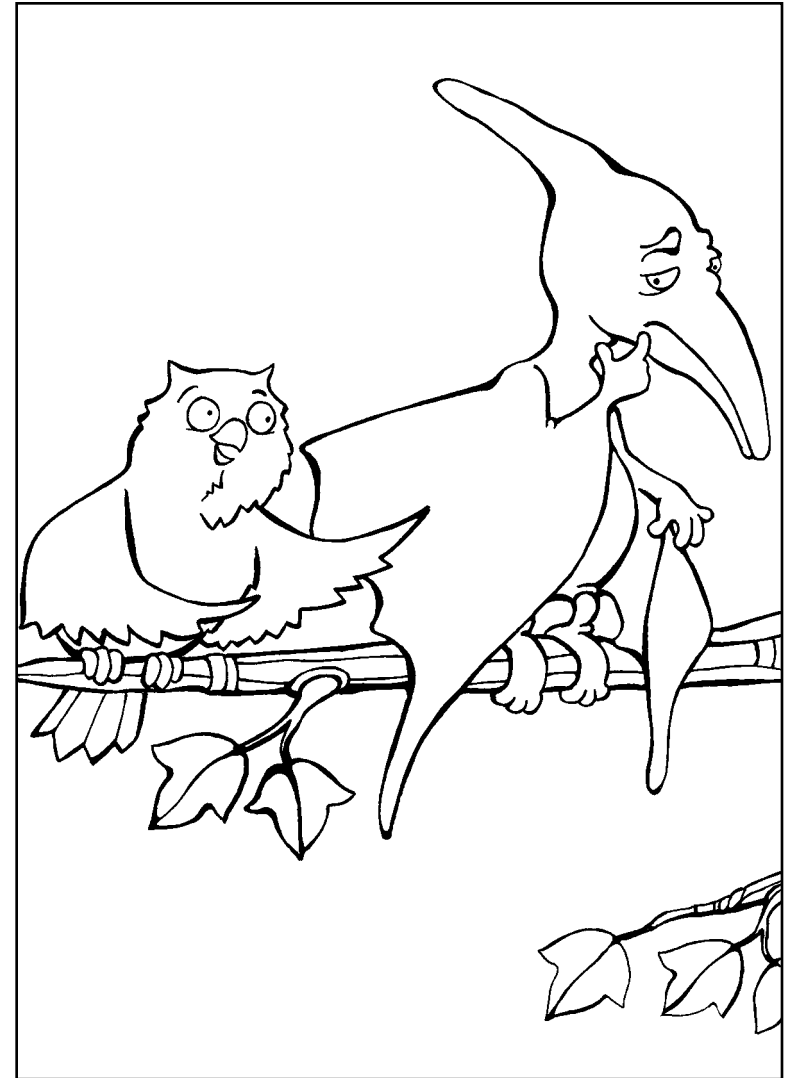
Later that day, she happened
upon a small bird in a tree.
The little bird chirped,
"Hi, I'm Wren. Who are you?"



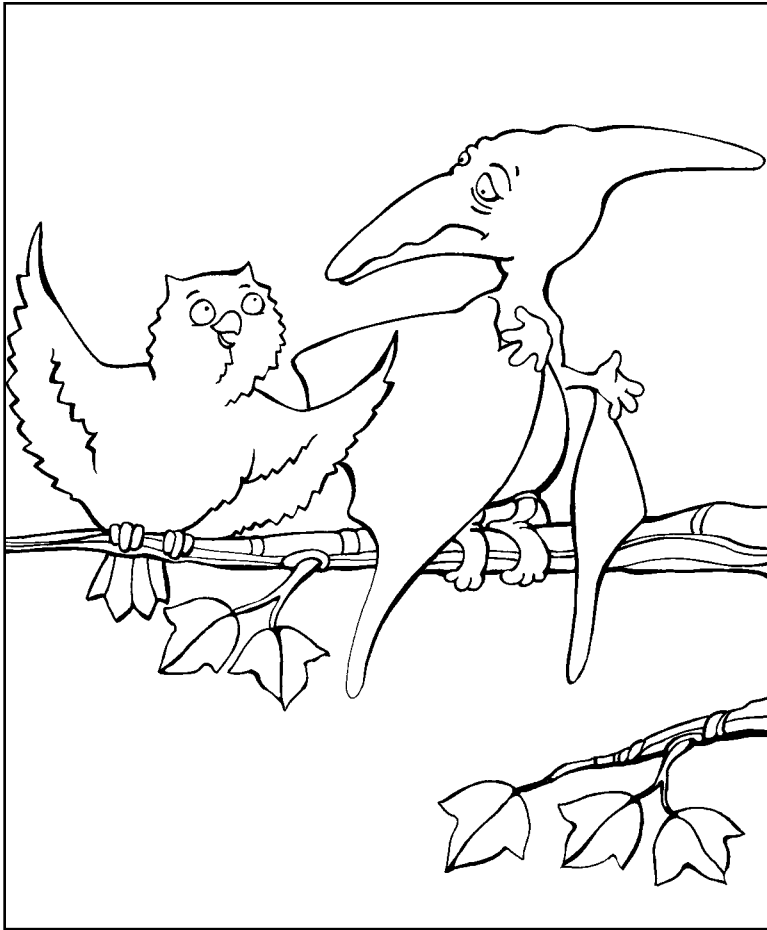
The pterodactyl took
a really big breath.
This time she was going to get it right.
This time she was going to
make a friend.



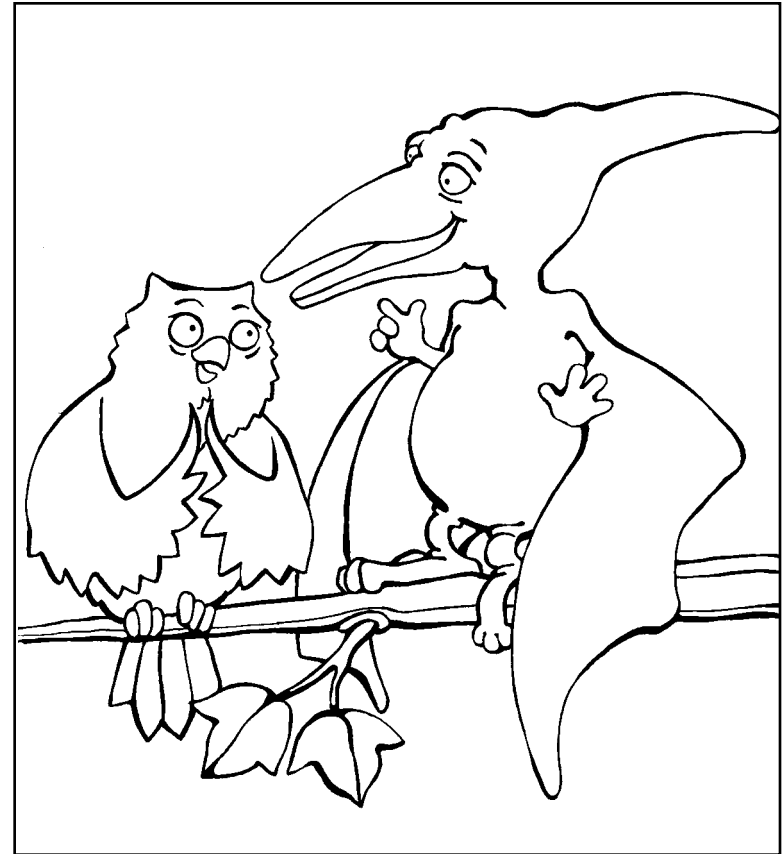
Only this time, she said her name
louder and worse than before.
"Paw Paw-Tero Tero-Wrack
Wrack-Tow Tow-Whack Whack-Tile
Tile-Tattle!"
Even worse, she burped
at the same time.
She blasted the little bird
right off the branch.
The pterodactyl was as sad
as sad could be.



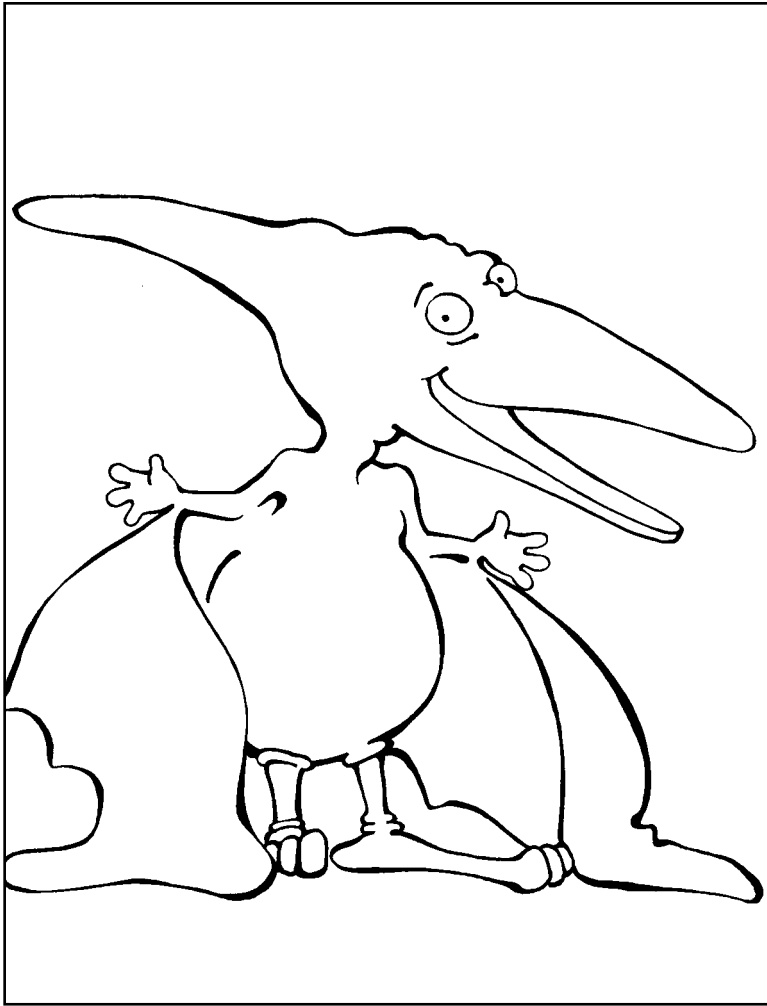
She had been sitting for a time
when an owl landed beside her.
"Who are you?" he asked.



"I'm nobody because I can't pronounce my name," she said.
"But you must be somebody," chuckled Owl, "because I know your name."

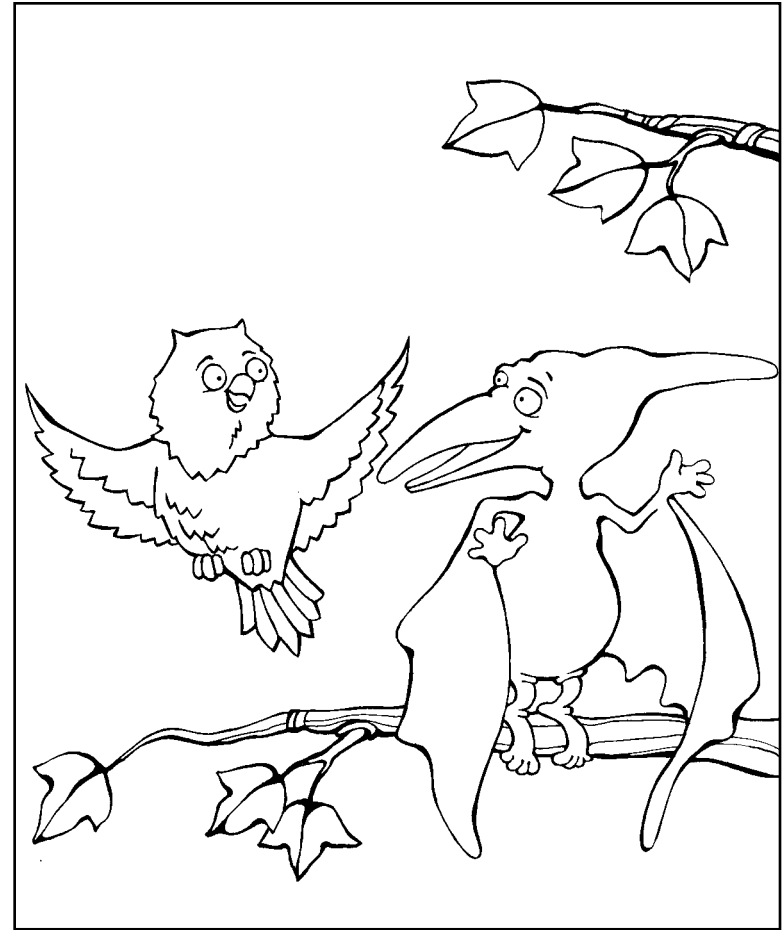


"When you rip something, what do you do?" he asked.
"You tear it," she answered.
"Good," said Owl. "And you use what to pin a paper to the wall?"
"A tack," she answered brightly.



"Now make the T in tack a D and set it next to this tree, which is really what?"

"Tall!" she laughed.



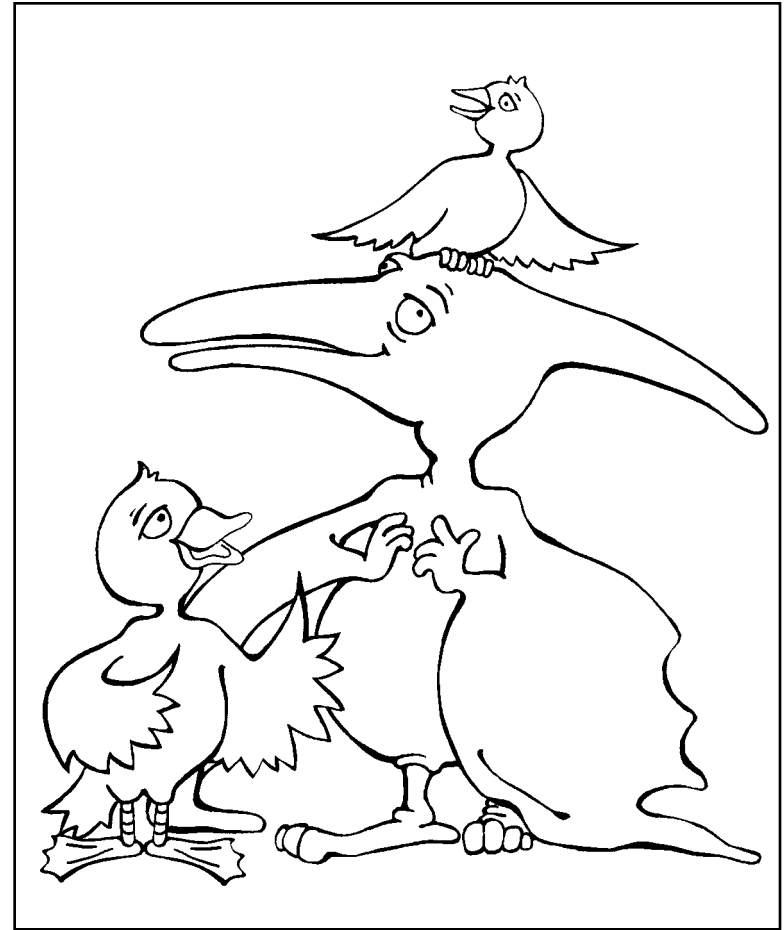
"Now put it all together," he whooped.

"Tear Tear-A A-Dack Dack-Tall."

"You got it," laughed Owl as he flew away. "I'm an owl and you are a pterodactyl. Tear A Dack Tall!"



From then and thereafter, the pterodactyl had lots of friends. Together they sat on the bending branch and sipped tea.



She would murmur, "You are Wren. You are Duck. I am the Tear Tear-A A-Dack Dack-Tall, Pterodactyl!" And she was, and she is to this very day.

Name _____

INSTRUCTIONS: Have the children use these letters to write words that have the ea digraph in the middle of the word. Tell them to use other letters that will help them.

M T D P B

____ea____

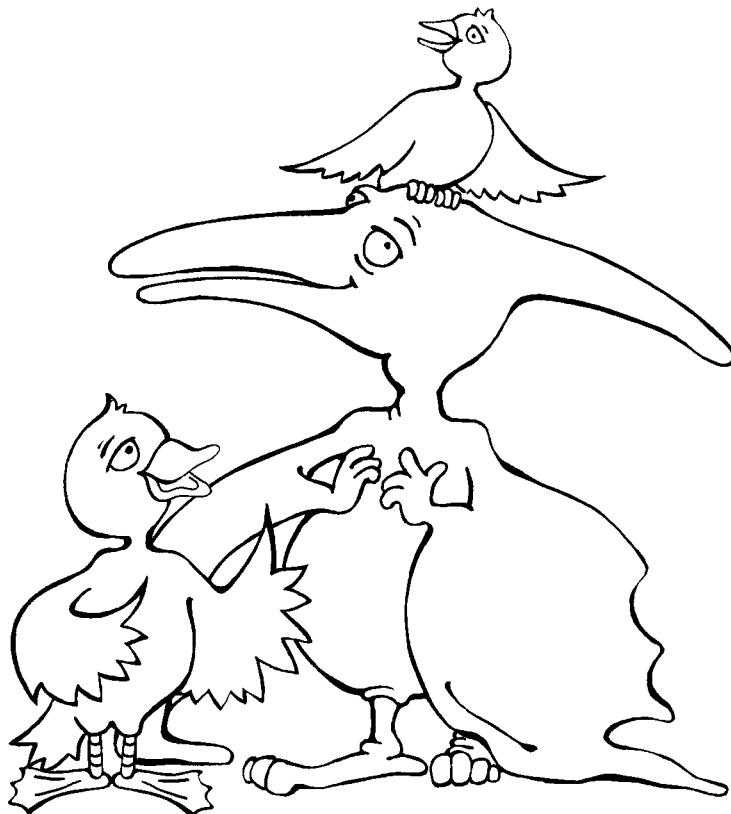
____ea____

____ea____

____ea____

____ea____

____ea____



Name _____

INSTRUCTIONS: Have the children underline the *adjectives* or *describing* words in each sentence. Then write two sentences using *adjectives* or *describing* words to tell about the character in their sentence.

The pterodactyl took a really big breath.

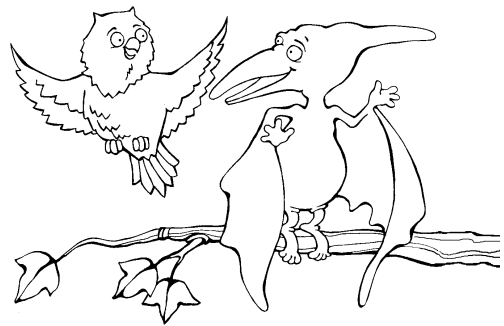
She had big leathery wings.

She had a big bony beak.



The duck thought she was making a rude noise and flew away.

Only this time, she said her name louder and worse than before.



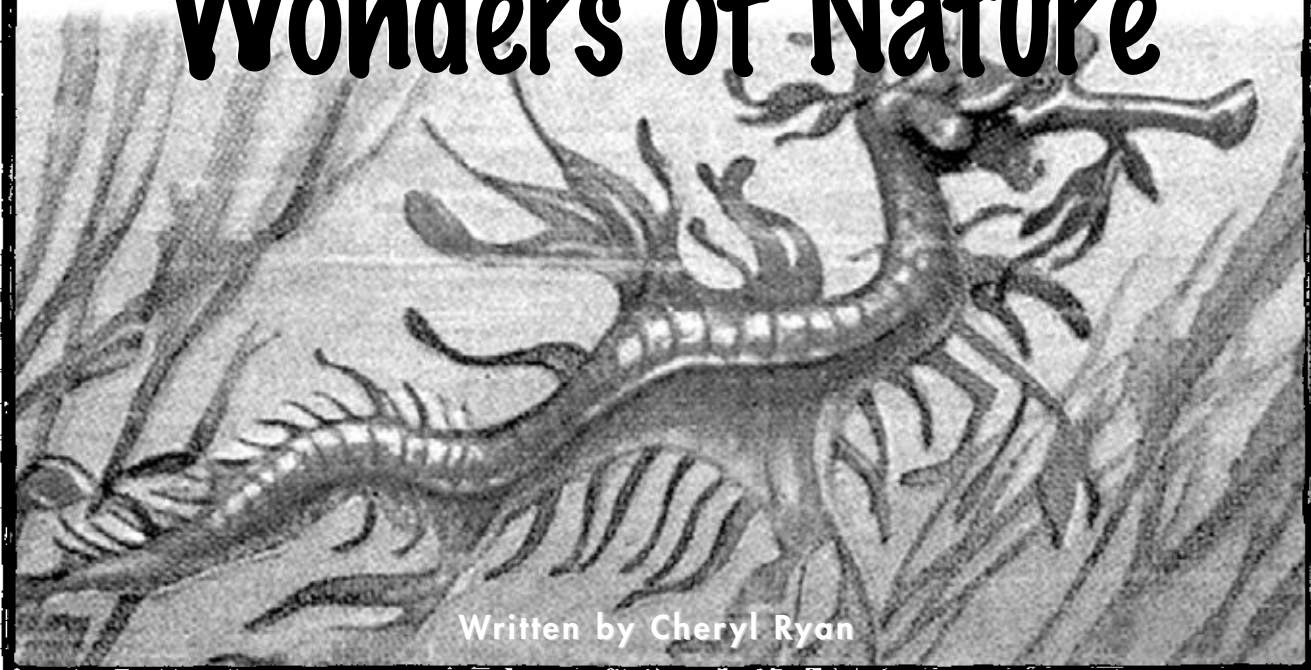
My Sentences:

1. _____

2. _____

LEVELED READER • J

Wonders of Nature

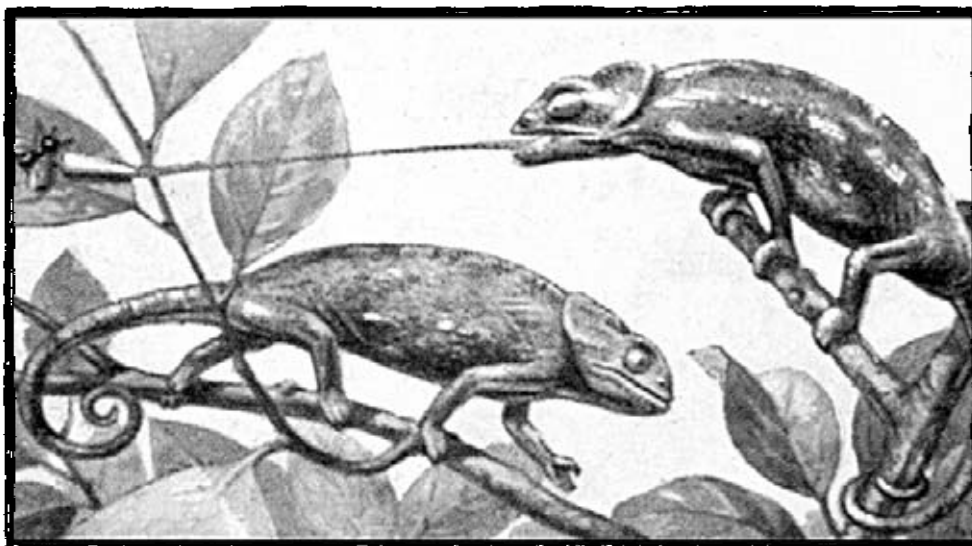


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Wonders of Nature

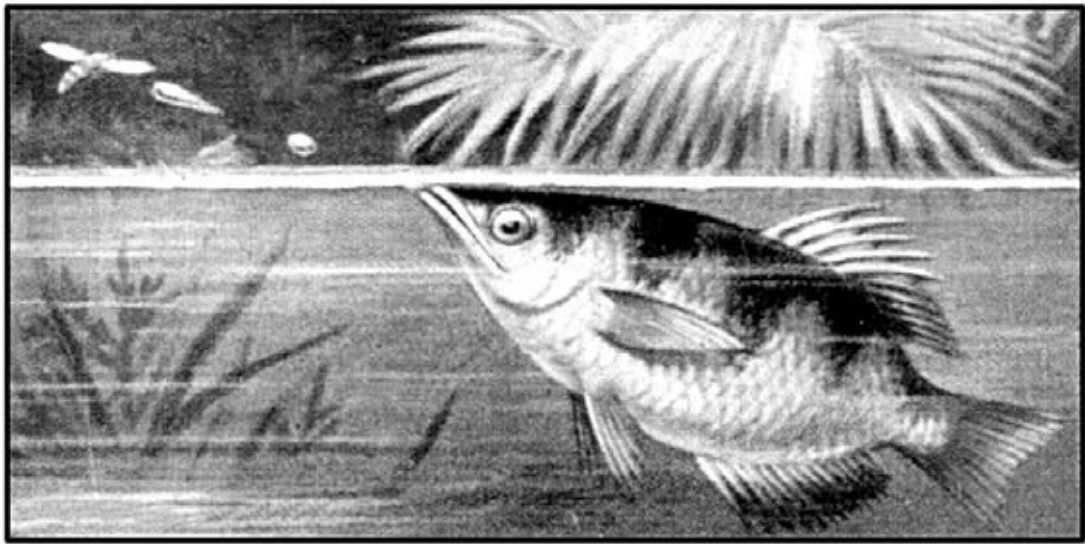
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Wonders of Nature



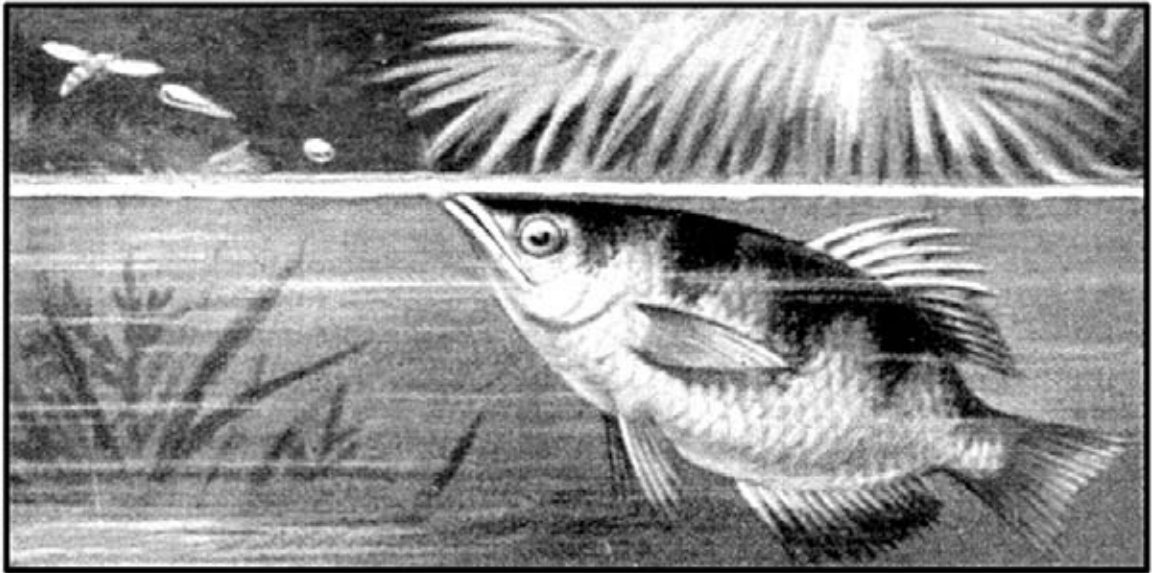
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16	DRA
16	Reading Recovery
1	Fountas & Pinnell

LEVEL J
Correlation

Wonders of Nature
Level J Leveled Reader
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Archerfish

This is an archerfish.

This fish shoots drops of water at insects to catch them.

Its eyes can look in almost every direction.

3

4

Trap-door spider



This is a trap-door spider.
It lives in a sticky underground tunnel.
It hunts from inside its house.
Its home has a hidden entrance
made of silk and earth.



Beavers

These are beavers.

Beavers make dams using tree trunks, branches, mud, clay, and stones.

Dams can be up to 12 feet deep and 300 feet long.

Beavers chew through tree trunks with their sharp teeth.

5

6

White-headed bell bird



This is a white-headed bell bird.
This bird lives in South America.
Its call sounds like bells ringing.
Long, pointed parts grow from
the male bird's beak.

This is a bower bird.
Bower birds live in Australia.
They build tall piles of twigs and
branches around the base of trees.
They decorate these piles with
shells, feathers, flowers, and fruit.

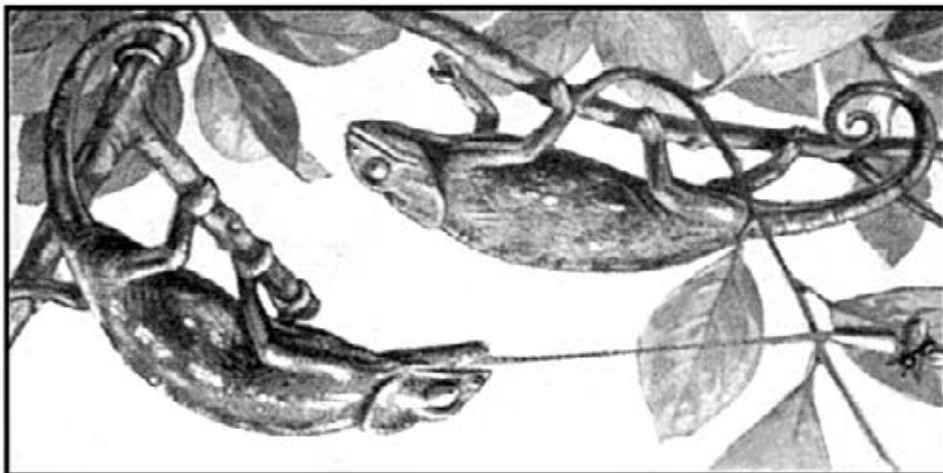


Bower bird

7

This is a chameleon.
Chameleons are lizards.
They change color to blend with their surroundings.
A chameleon can look in two directions at the same time.

8



Chameleon

This is a flying dragon.
 Flying dragons are lizards.
 Flying dragons have folds of skin
 on the sides of their bodies.
 These folds can open like wings.
 Flying dragons glide through
 the air and catch insects.



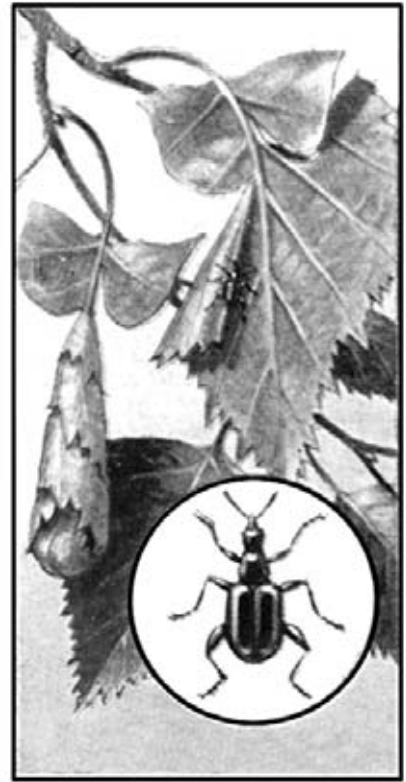
Flying dragon

Leaf insect



This is a leaf insect.
 Leaf insects live in hot places.
 Their bodies, wings, and
 legs look like leaves.
 This allows them to blend in
 with real leaves on trees.

This is a leaf-rolling beetle.
 In the summer, the female leaf-rolling beetle rolls a leaf into a cone shape.
 She lays her eggs inside the cone.
 Then she closes the open end.
 The leaf falls in autumn.
 It carries the eggs with it.
 When the larvae hatch,
 they eat the dead leaf.



Leaf-rolling beetle

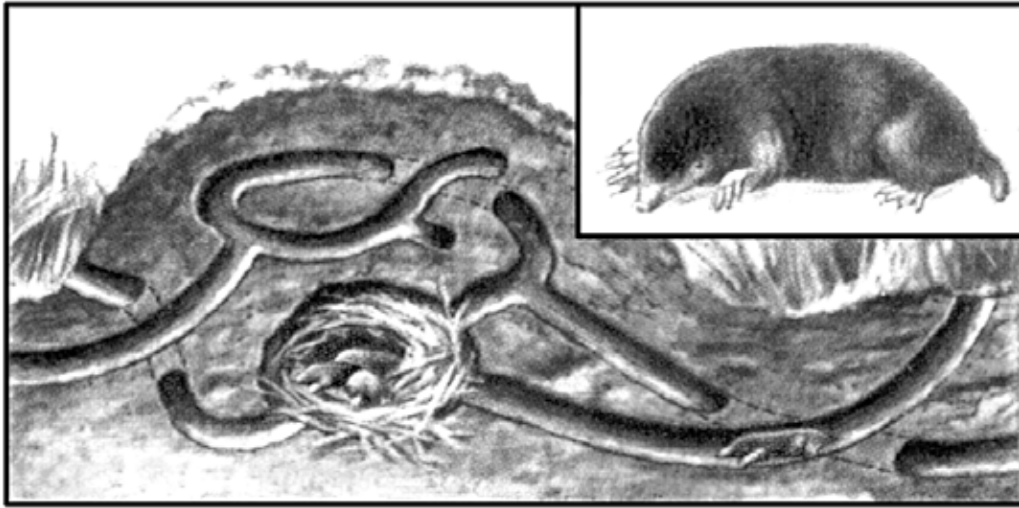
11

12

Praying mantis



This is a praying mantis.
 The front legs of this insect
 are always held as if in prayer.
 A praying mantis might be green
 to blend in with leaves.
 If it lives in the desert,
 it is the color of sand.



Mole

This is a mole.

Moles burrow underground to find and eat earthworms.

A mole digs many tunnels.

Moles have tiny eyes, but they are not blind.

13

This is a sea dragon.
 Sea dragons are small fish.
 They are related to sea horses.
 They hold onto seaweed and coral with their curling tails.
 Sea dragons blend in with ocean plants.
 This helps them catch food and hide from enemies.

14

Sea dragon



Name _____

INSTRUCTIONS: Have the children read the questions, and then circle true if the sentence is true, or false, if the sentence is false. Then have them finish the sentence at the bottom of the page.

1. Sea Dragons can fly.

True

False

2. Moles do not have eyes.

True

False

3. A chameleon can change color.

True

False

4. An archerfish can shoot water out of its mouth.

True

False

5. Bower birds live in houses.

True

False

6. Flying dragons live underground.

True

False

Beavers can _____ through _____

trunks with their sharp _____.

Name _____

INSTRUCTIONS: Have children make the following words plural. The first one is done for them.

tunnel

tunnels

eye

plant

nest

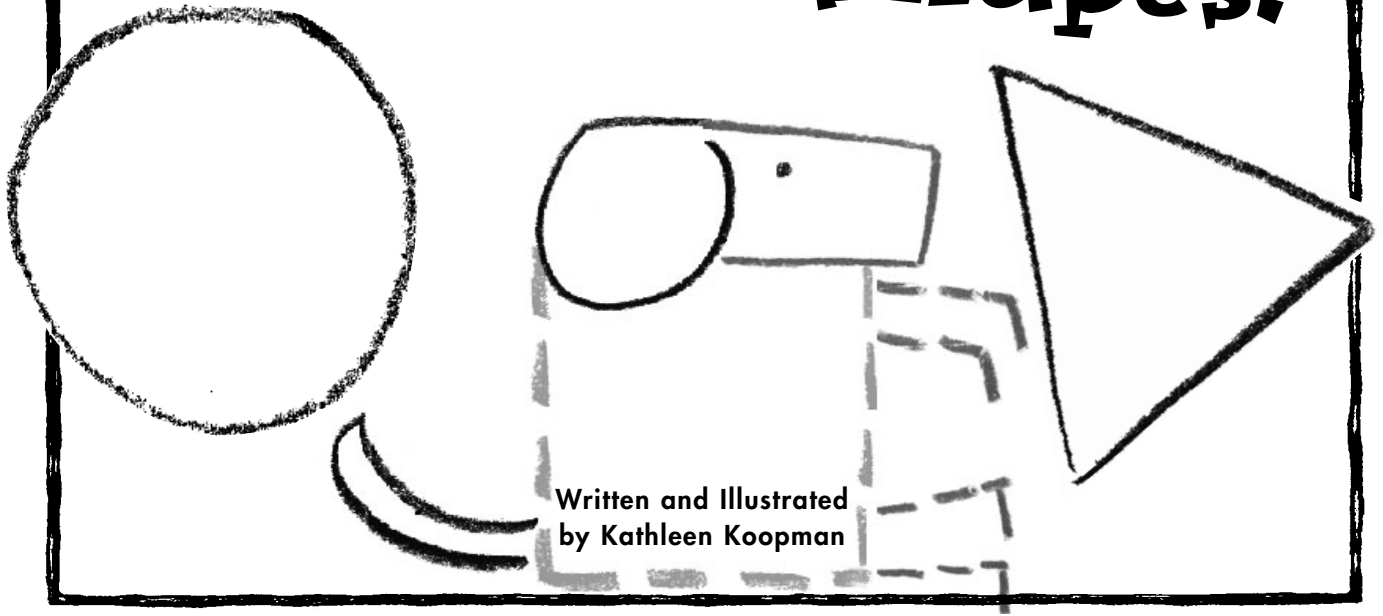
egg

wing

insect

LEVELED READER • J

Let's Make Shapes!

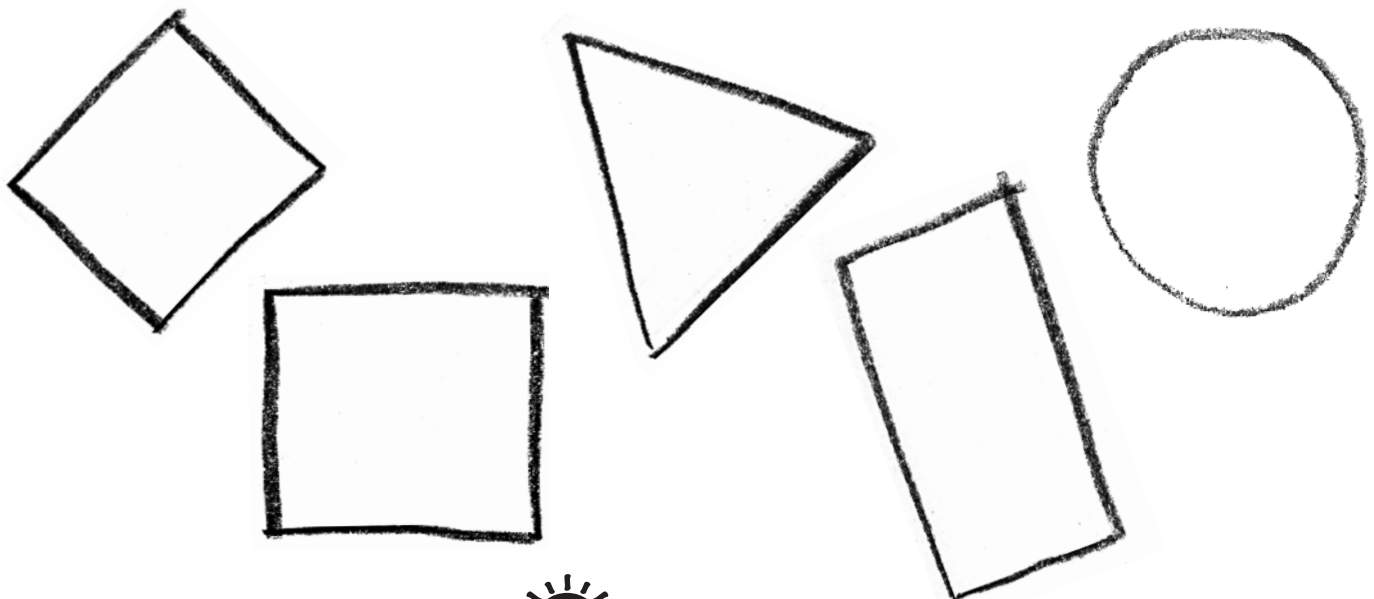


Written and Illustrated
by Kathleen Koopman

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Let's Make Shapes!

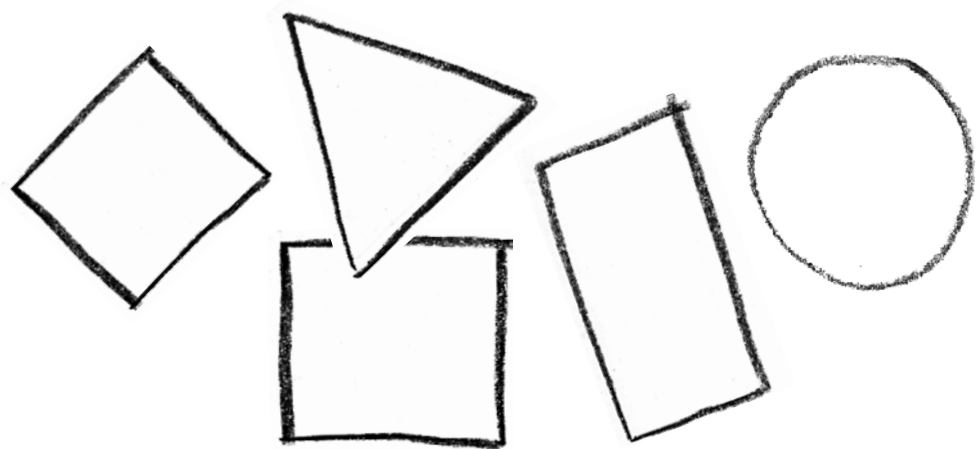
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Let's Make Shapes!



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16	DRA
16	Reading Recovery
1	Fountas & Pinnell

LEVEL J
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Level J leveled Reader
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A line connects two points.

A line is longer than it is wide.



Lines can be short, and lines can be long.



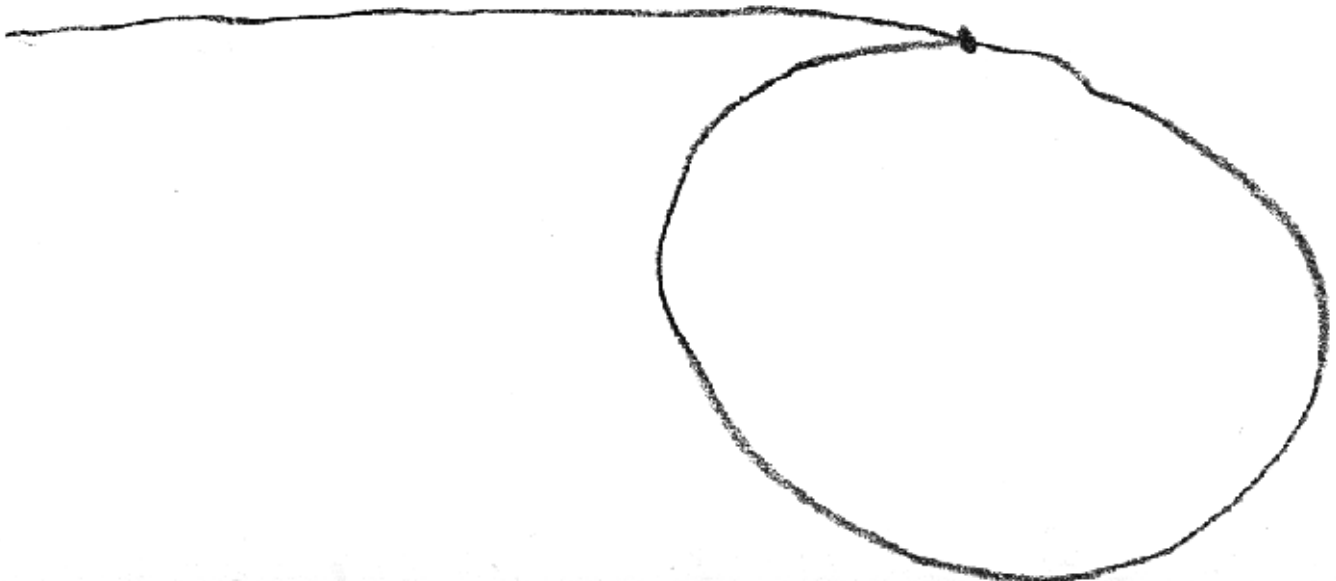
Lines can be straight, and lines can be curved.

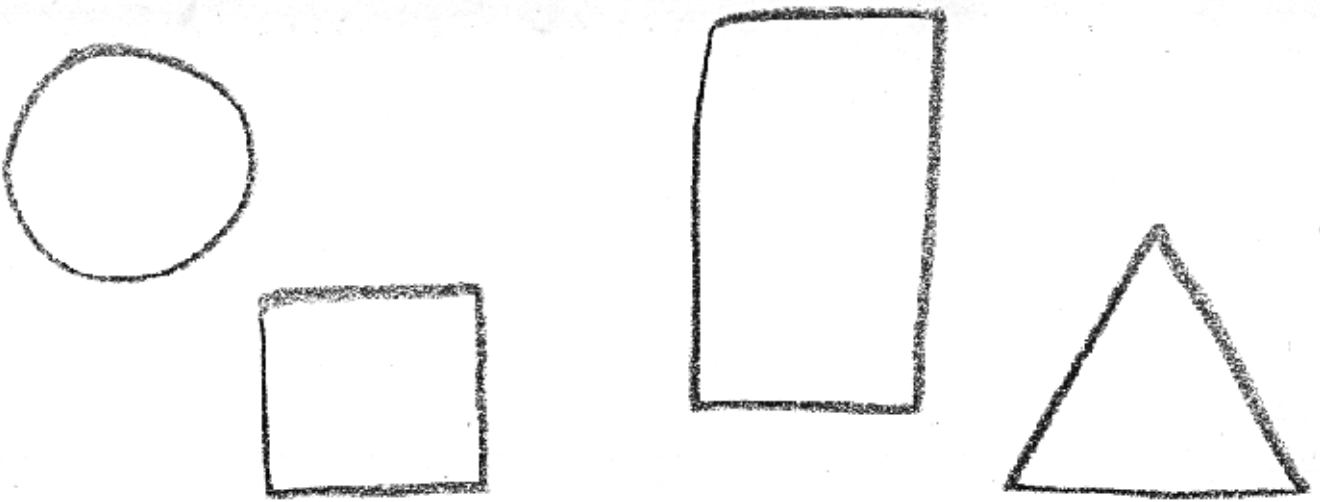


3

4

You can bend lines to make a shape.
You can join straight lines together to make a shape.
You can join curved lines together to make a shape.





There are many kinds of shapes.

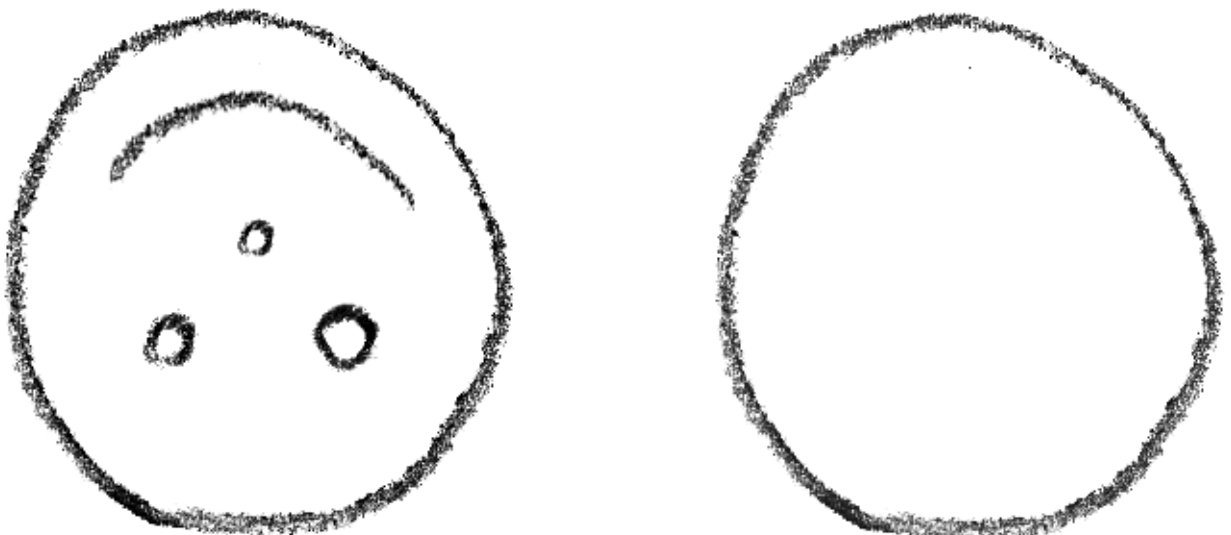
Circles, squares, rectangles, and triangles are geometric shapes.

We can use geometric shapes to draw many things.

5

When a line goes all the way around, it makes a circle.
You can use a circle, three small circles and a curved line
to make a face.

6





On another piece of paper,
draw a circle.

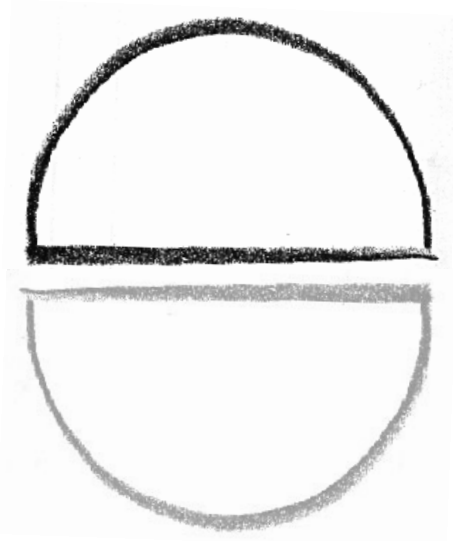


Then make it a mouse with
eyes, ears, and whiskers.
Use lines and more circles.

7

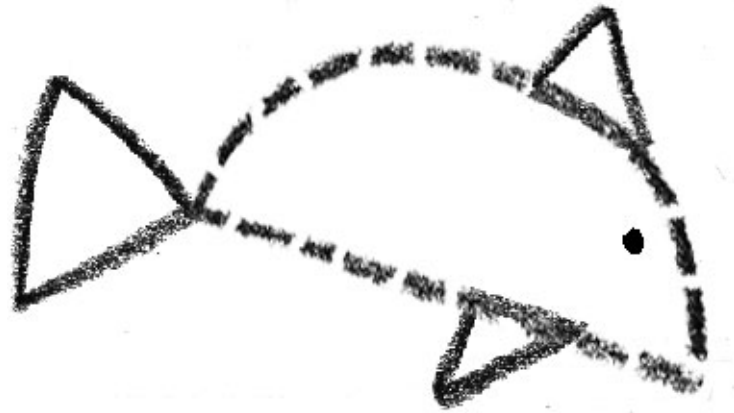
If we cut a circle in half, we get two half-circles.
You can use four half-circles to draw a caterpillar.

8





On another piece of paper, draw a half-circle.

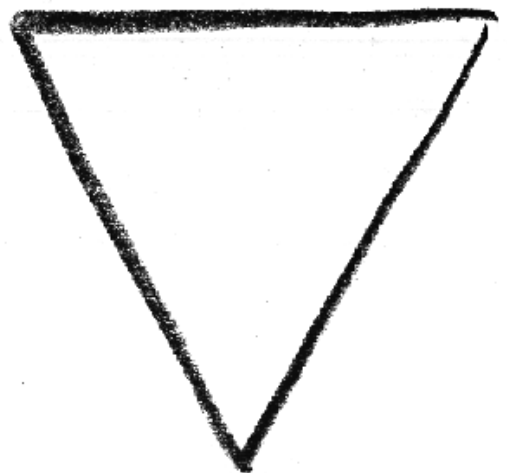


Then make it into a fish with eyes, a tail, and fins.

9

When a line turns a corner three times, it makes a triangle.
 Triangles have three sides and three corners.
 You can use triangles to make a face on a pumpkin.

10





On another piece of paper,
draw a triangle.

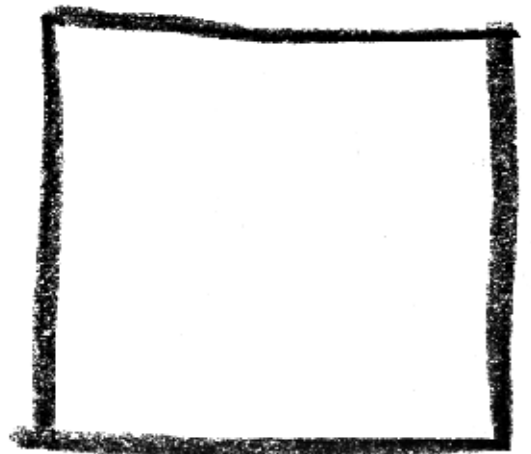
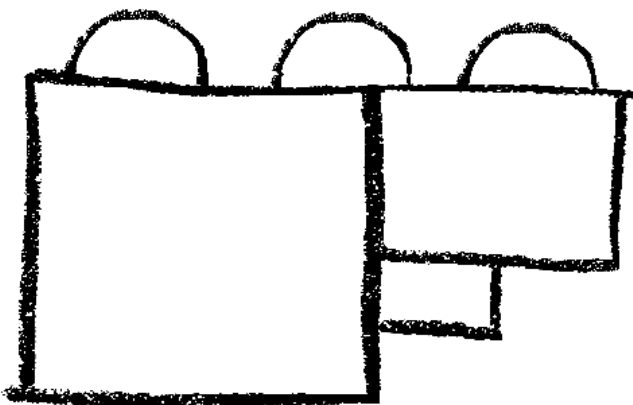


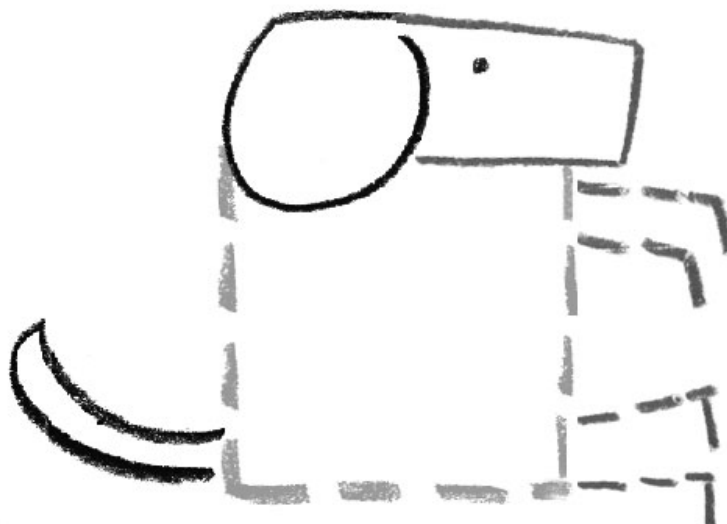
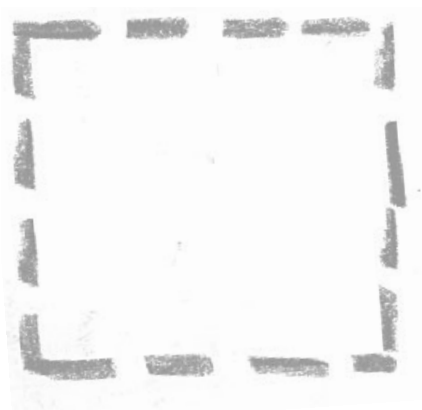
Then make it into a tree
with leaves and a trunk.

11

When a line turns a corner four times, it makes a square.
A square has four sides and four corners.
Each side is the same length.
You can use squares and half-circles to make a truck.

12





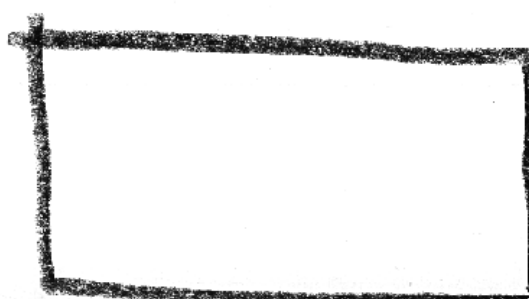
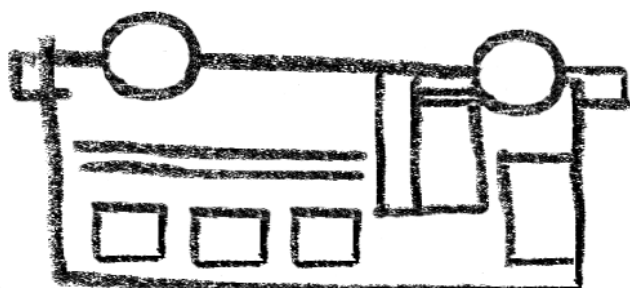
On another piece of paper, draw a square.

Then make it into a dog by adding ears, a tail, and legs. Use curved lines and straight lines.

13

A rectangle has four sides, just like a square. Two sides are the same length. The other two sides are another length. You can use rectangles, circles, squares and lines to draw a bus.

14





On another piece of paper, draw a rectangle.

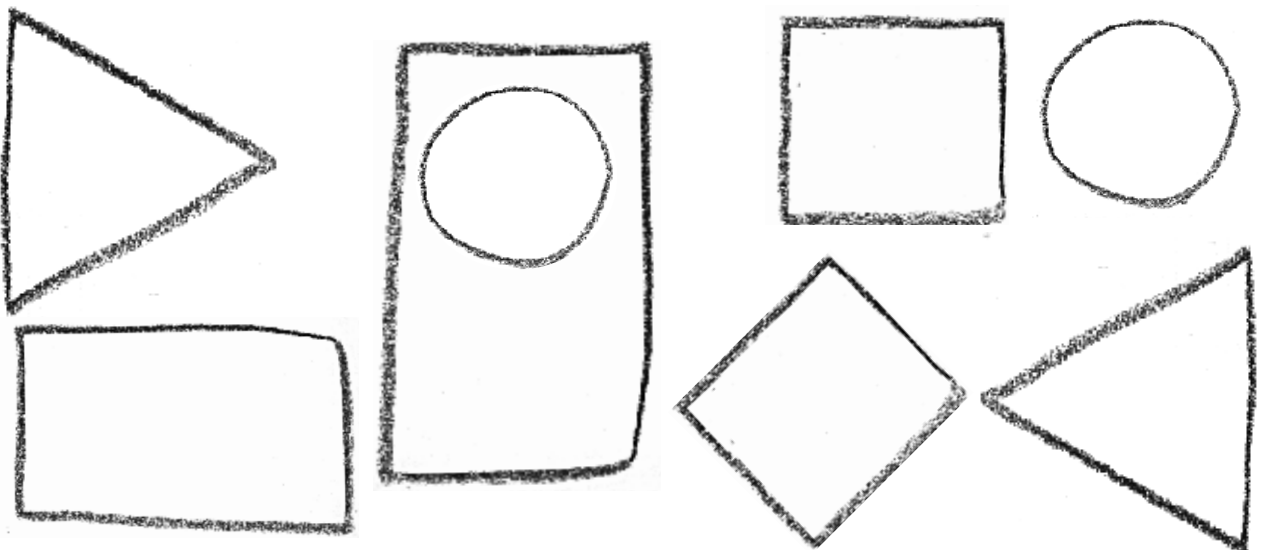


Then make it a house with a roof,
two windows, and a door.
Use a triangle and three rectangles.

15

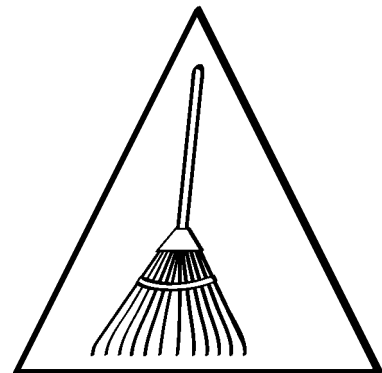
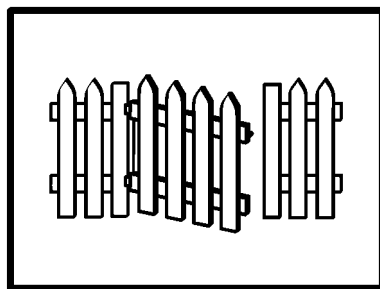
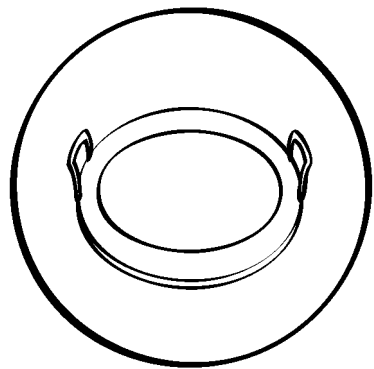
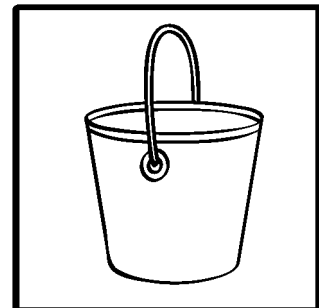
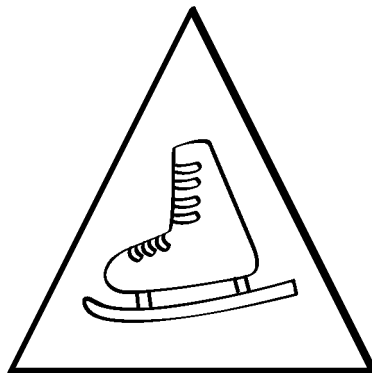
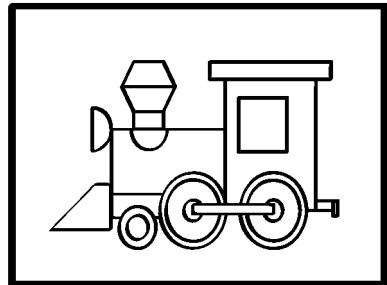
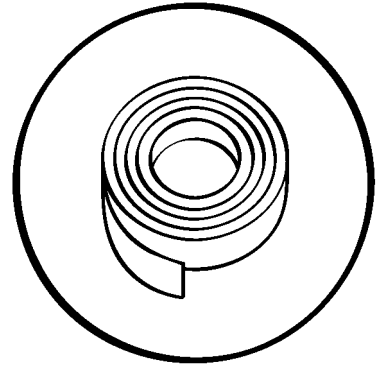
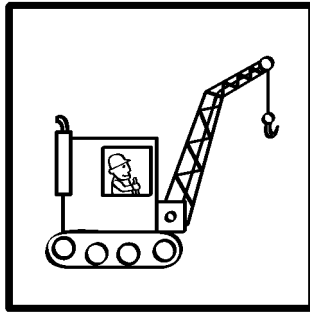
Now, on another piece of paper,
make a picture using all of the shapes:
circles, squares, triangles, and rectangles.

16



Name _____

INSTRUCTIONS: Have children write the name for each *long a* picture in the blank.

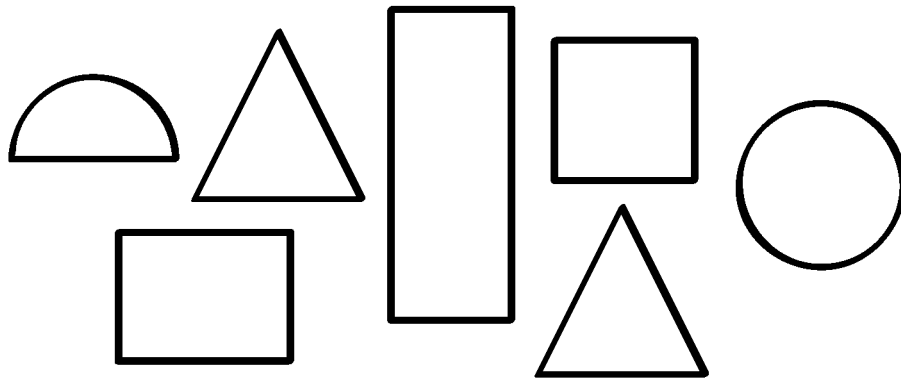


LET'S MAKE SHAPES! • LEVEL J • 1

SKILL: PRACTICING LONG a

Name _____

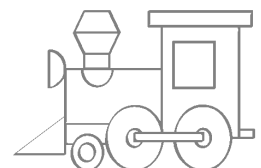
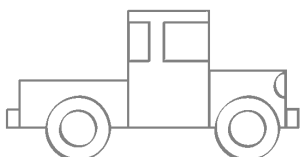
INSTRUCTIONS: Have children use the shapes below to make a picture



LET'S MAKE SHAPES! • LEVEL J • 2

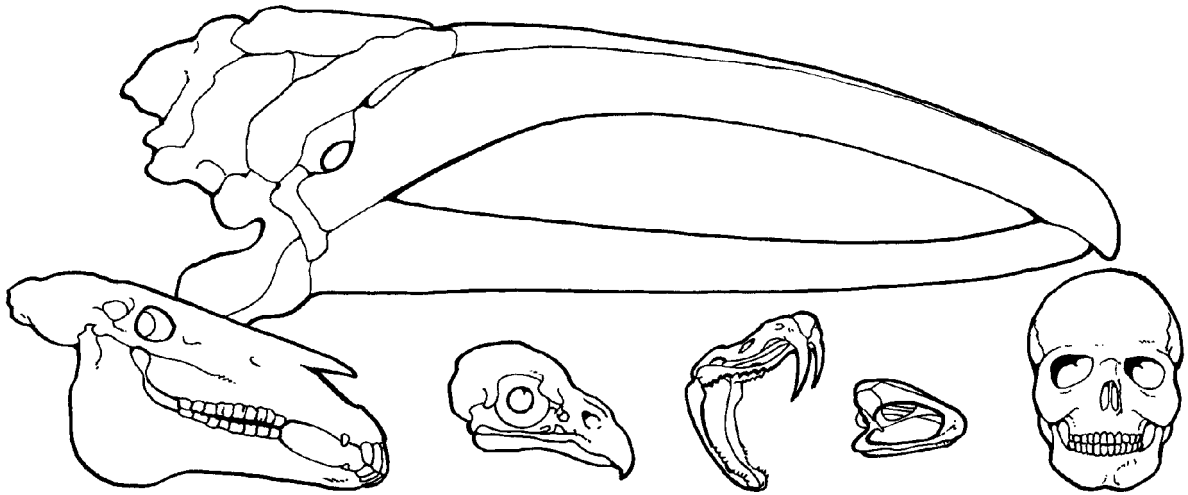


SKILL: USING SHAPES



LEVELED READER • J

ANIMAL SKELETONS

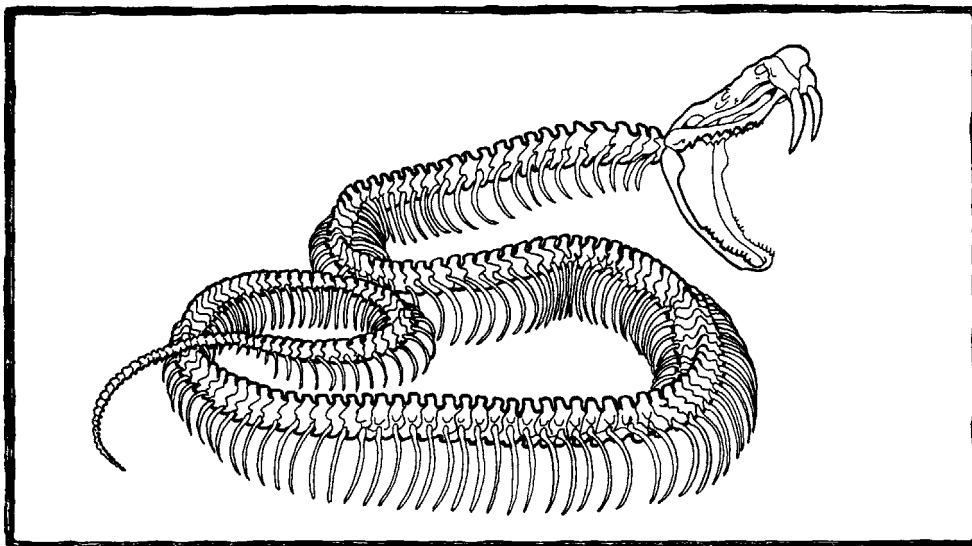


Written by Kira Freed • Illustrated by Cende Hill

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Animal Skeletons

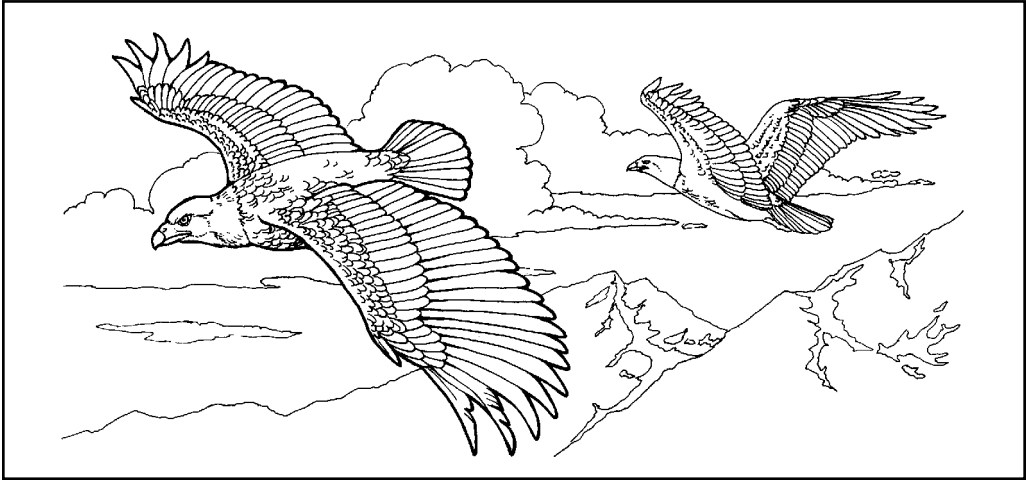
A Reading A-Z Level J Leveled Reader • Word Count: 400



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ANIMAL SKELETONS



Written by Kira Freed
Illustrated by Cende Hill

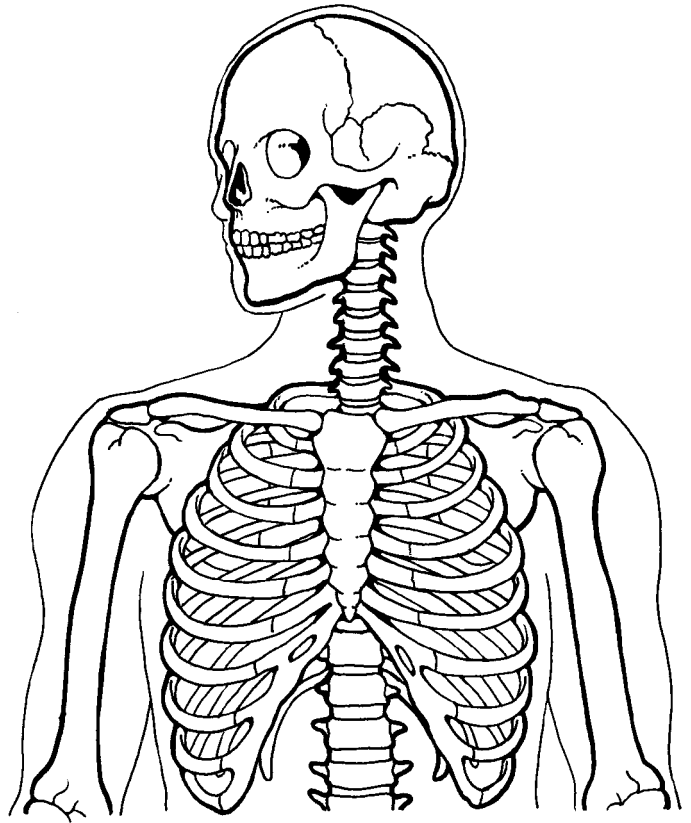
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16	DRA
16	Reading Recovery
1	Fountas & Pinnell

LEVEL J
Correlation

Animal Skeletons
Level J leveled Reader
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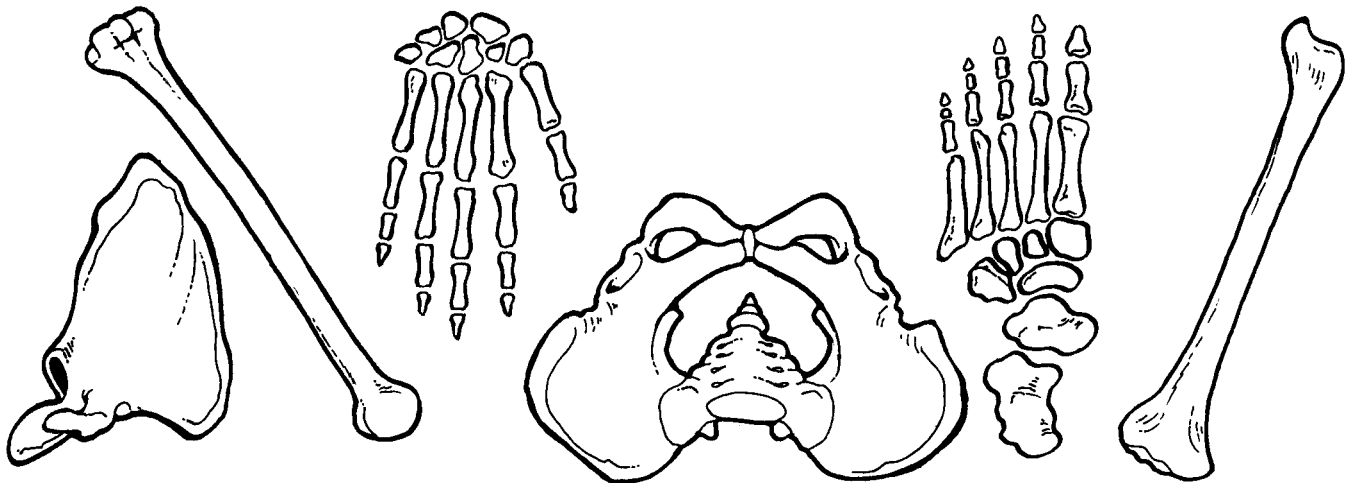
The bones in your body make up your skeleton. You have 206 of them. Bones give your body shape and support. They keep the soft parts inside you safe.

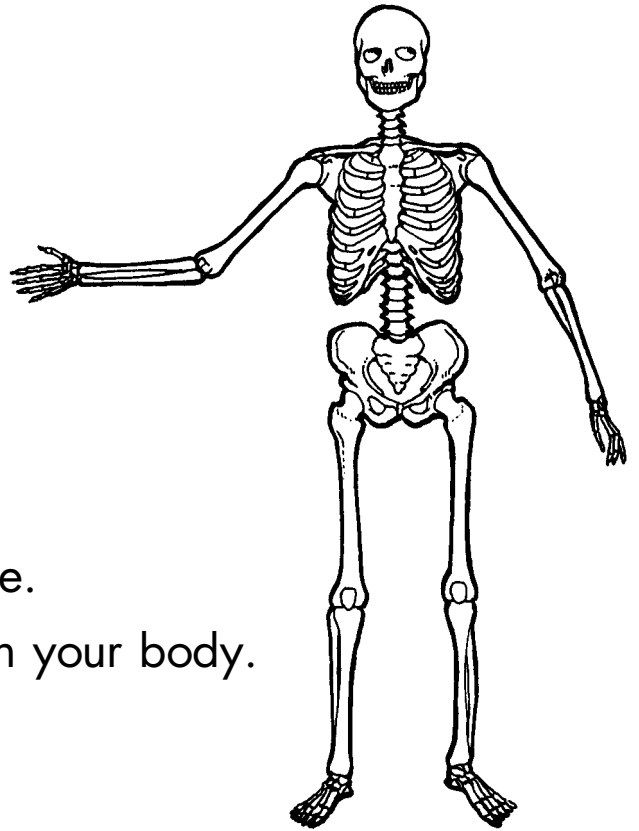


3

Bones come in many shapes and sizes. Your arms and legs are long bones. Your pelvis and shoulder blades are flat bones. The bones in your wrists, hands, ankles, and feet are small.

4



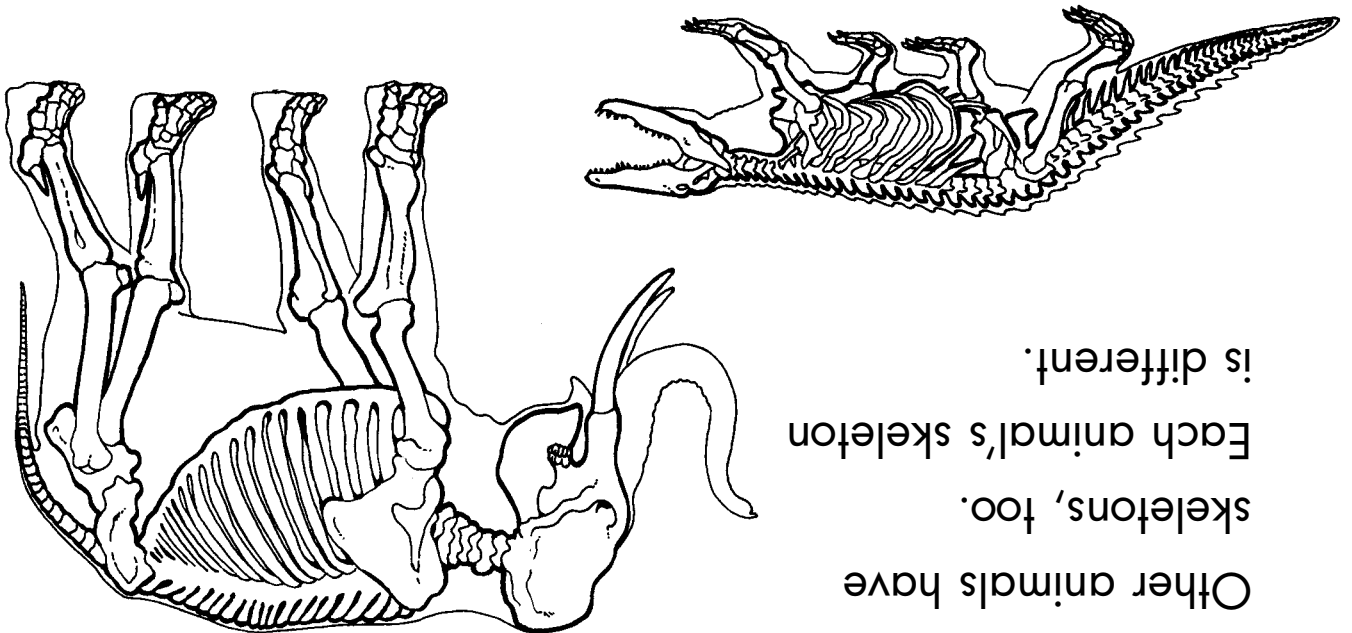


This is what your skeleton looks like.
Look at the many kinds of bones in your body.

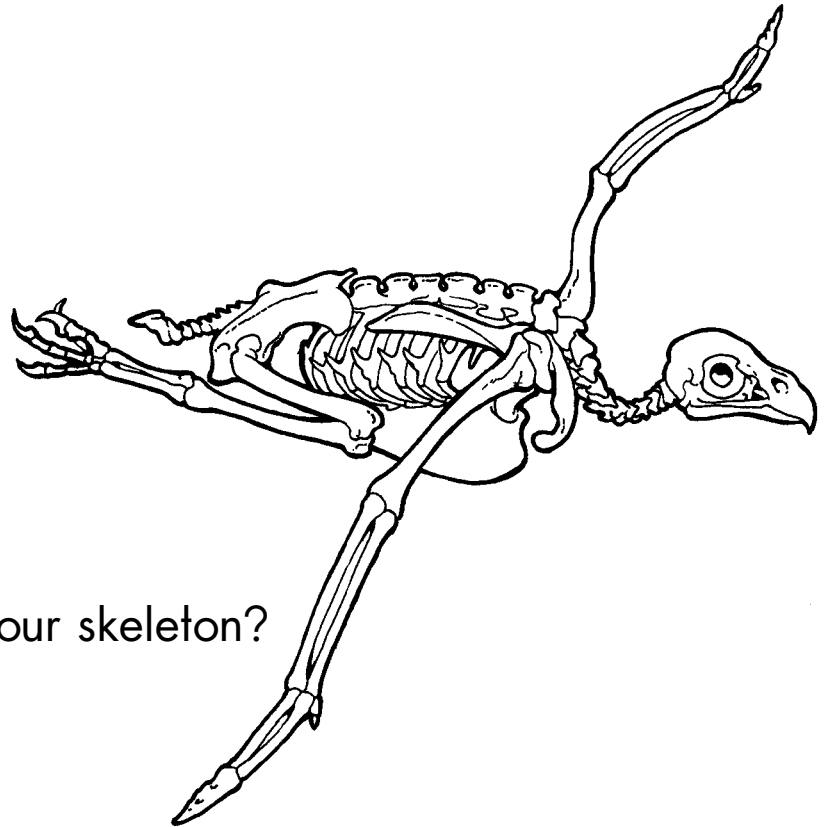
5

Some are short, some are tall,
some are light, and some are strong.

6



Other animals have
skeletons, too.
Each animal's skeleton
is different.



Look at this skeleton.

How is it different from your skeleton?

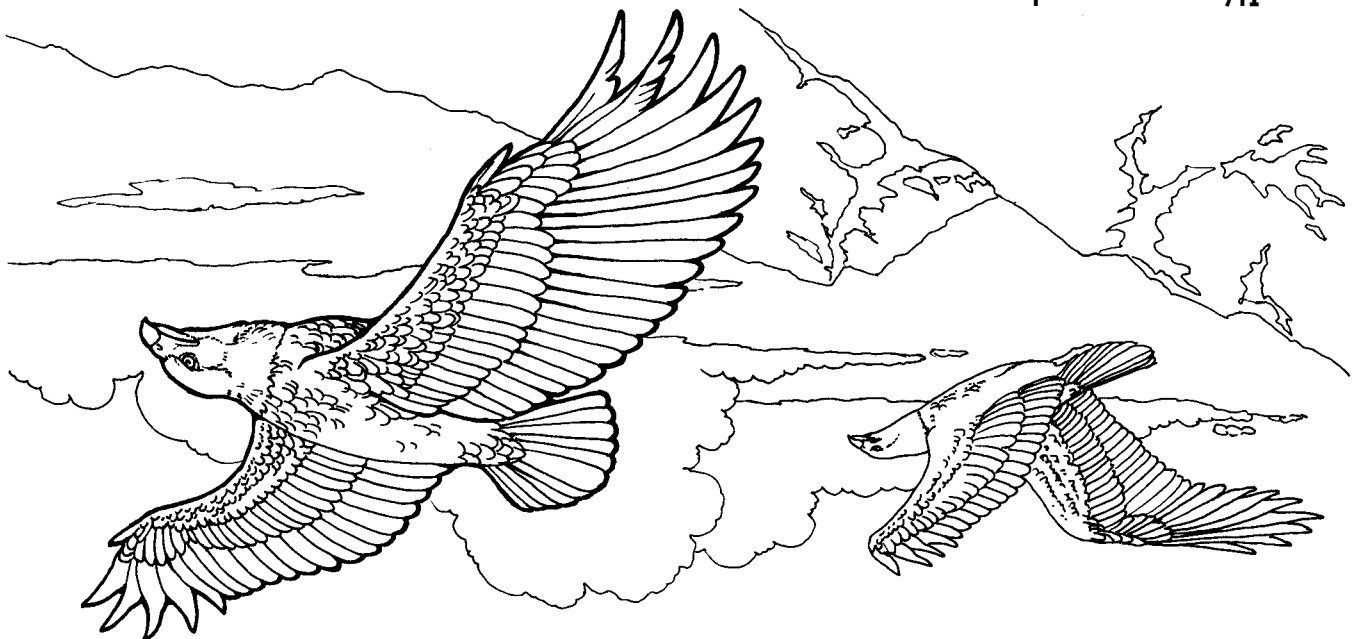
Do you know what it is?

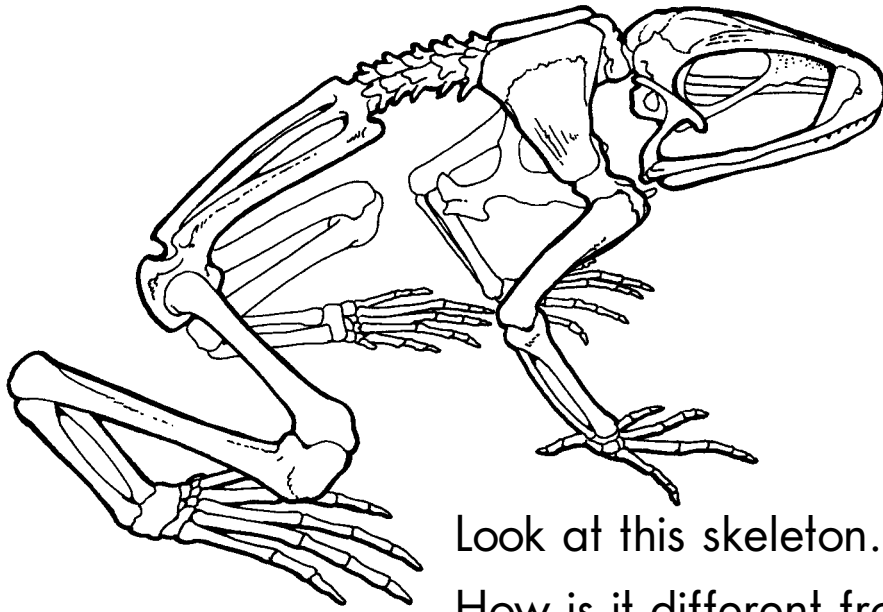
CLUE: This animal flies.

7

8

It's an eagle.
Its bones are hollow and light.
Wing feathers attach to the wing bones.





Look at this skeleton.

How is it different from your skeleton?

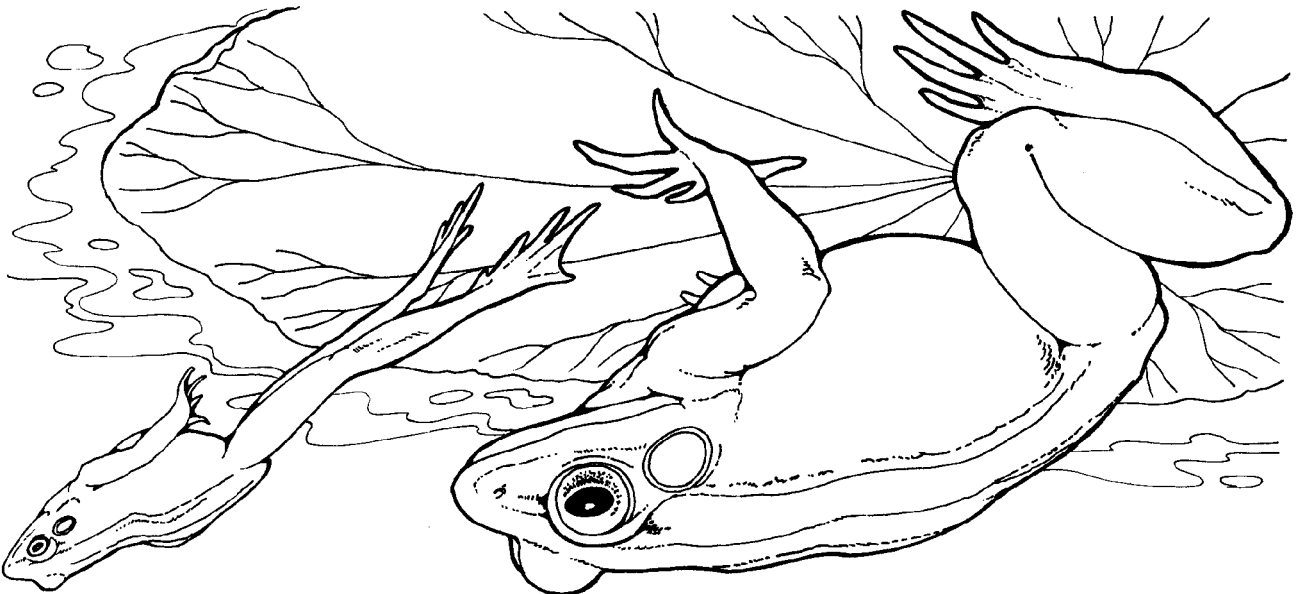
Do you know what it is?

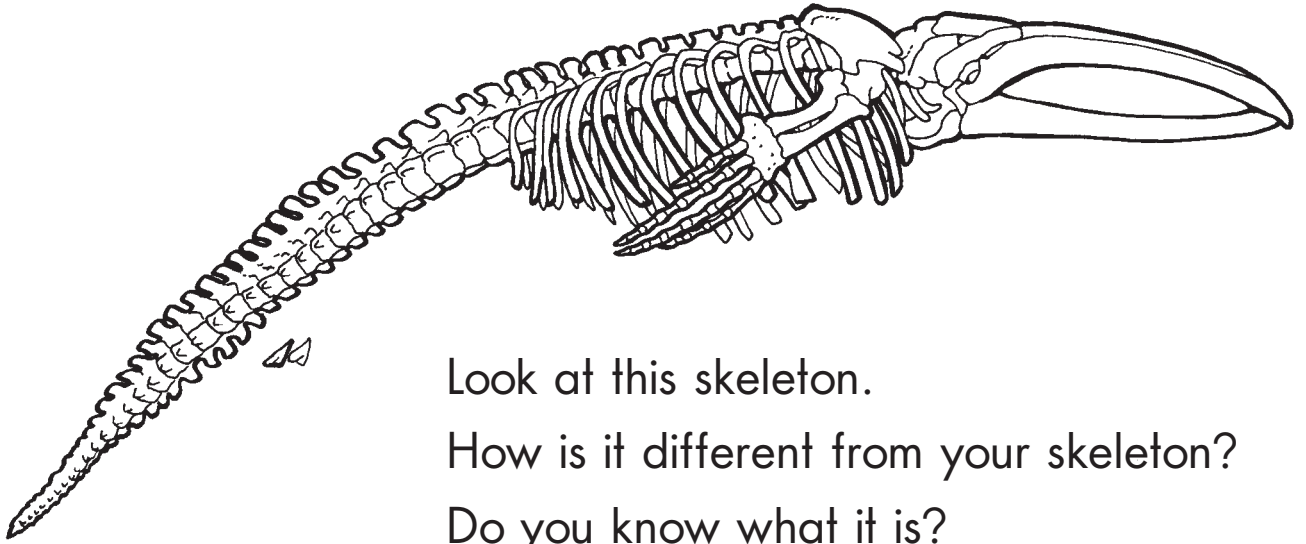
CLUE: This animal hops.

9

10

It's a frog.
It has long back legs for hopping.
Its back legs are longer than its body.





Look at this skeleton.

How is it different from your skeleton?

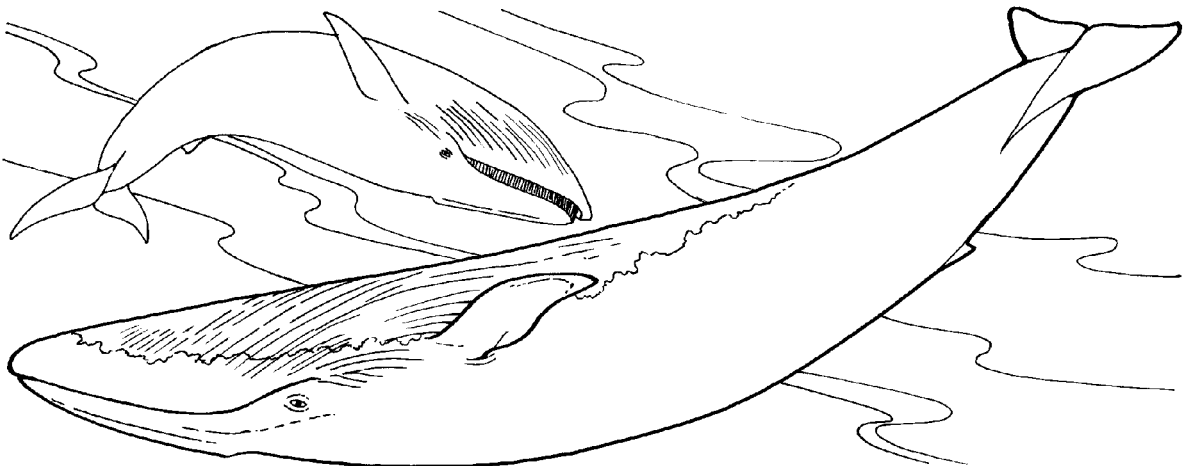
Do you know what it is?

CLUE: This animal swims.

11

12

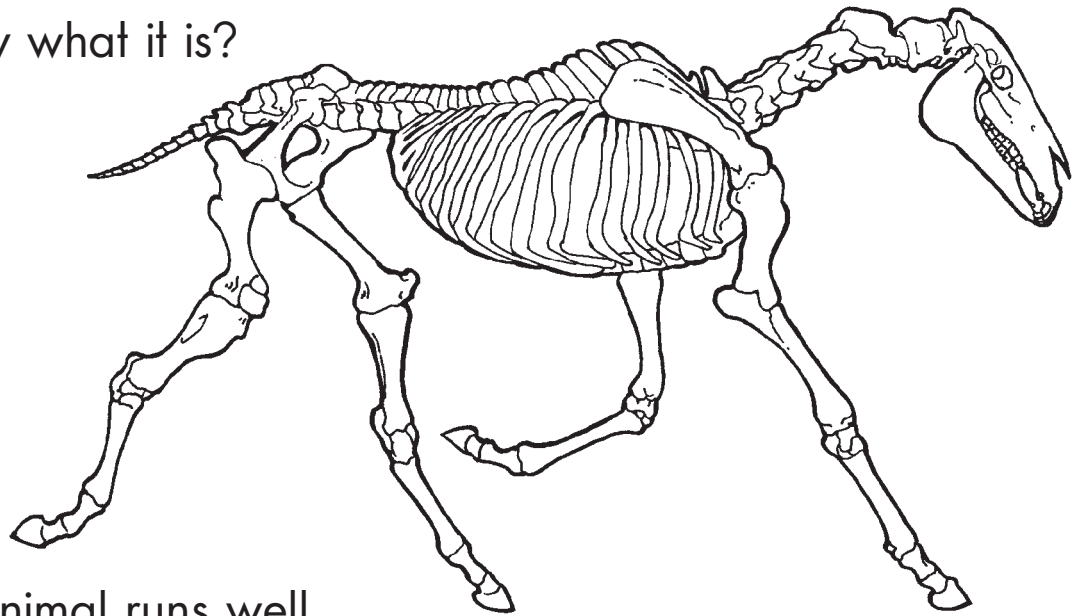
It's a blue whale.
It has no leg bones. Its arms are flippers.
Whales are supported by the water.
If a whale lived on land,
its skeleton would have to be much stronger.



Look at this skeleton.

How is it different from your skeleton?

Do you know what it is?



CLUE: This animal runs well.

13

14

It's a horse.
It has long legs for running.
A horse has a large rib cage to keep its large lungs safe.
It needs large lungs to take in lots of air when it runs.

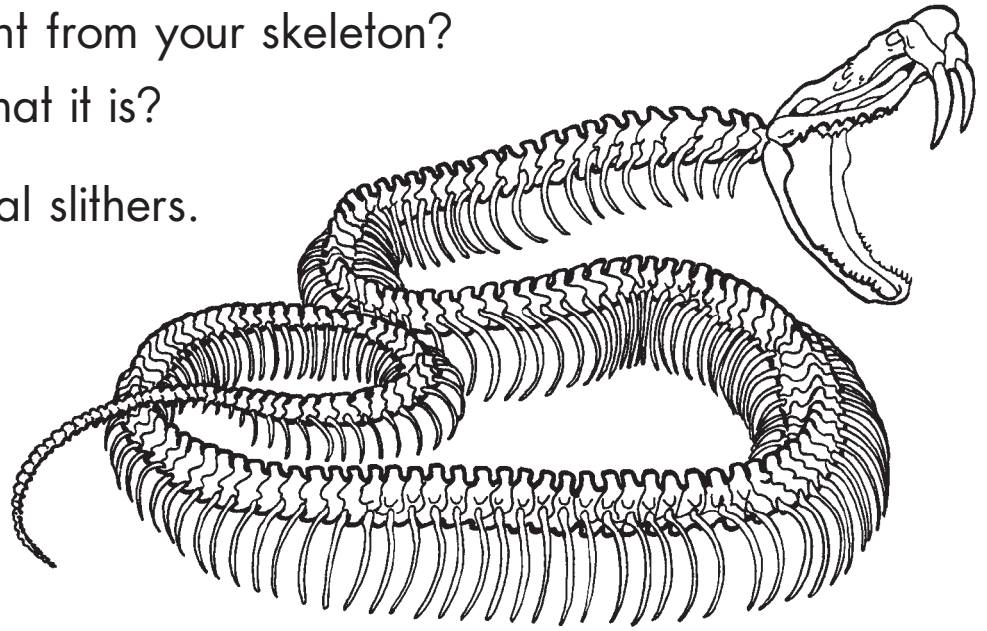


Look at this skeleton.

How is it different from your skeleton?

Do you know what it is?

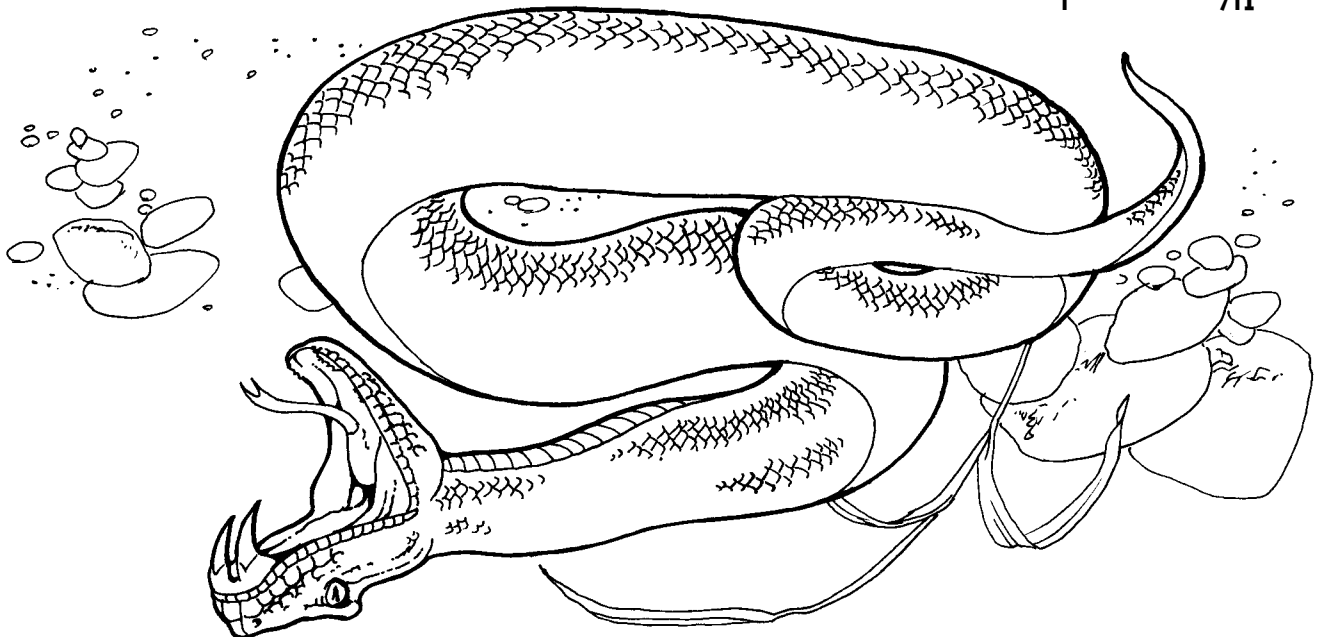
CLUE: This animal slithers.

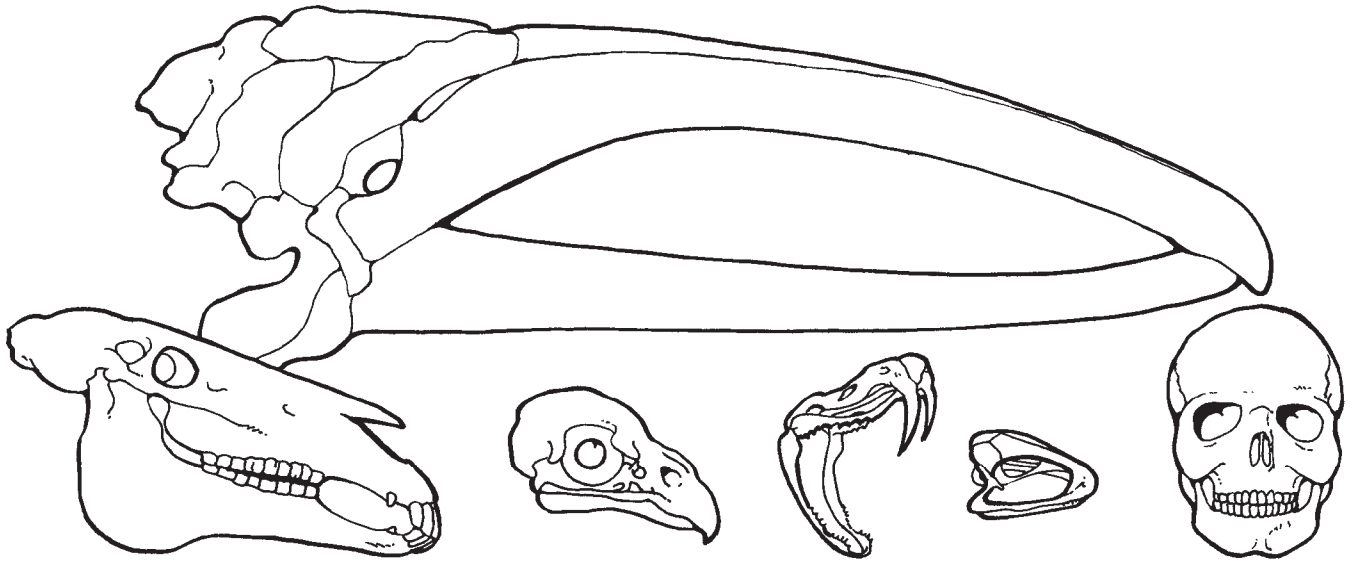


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16

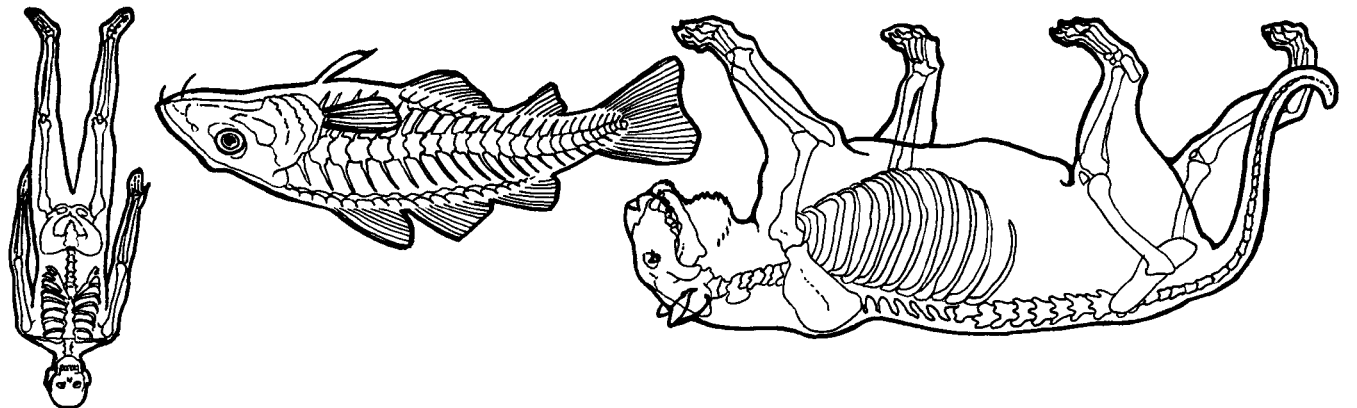
It's a snake.
It has no arms or legs.
Its skeleton is one long backbone with ribs.





Look at these skulls, or head bones.
 These are the skulls of the animals in this book.
 Look at how their shapes and parts are different.

17



Each animal's skeleton is perfect for the way it lives.
 It has the right kind of teeth for the food it eats.
 It has the right kind of skeleton for the support it needs.
 It has the right kind of skeleton for the way it moves.

And so do you.

18

Name _____

INSTRUCTIONS: Have the children find the following words from the book Animal Skeletons within the word find.

F	A	I	T	V	C	X	R	T	H
F	U	N	K	R	S	M	N	K	O
K	I	I	I	H	O	E	O	A	L
I	W	N	A	M	R	H	M	L	L
V	L	P	S	E	A	Y	S	L	O
E	E	G	F	G	U	L	K	A	W
O	E	F	A	R	M	S	A	T	C
L	I	S	K	E	L	E	T	O	N
D	T	S	E	N	O	B	T	Y	C
U	Y	S	Q	P	J	E	L	Y	I

ANIMAL

ARMS

BONES

DIFFERENT

FINS

HOLLOW

LEGS

SHAPE

SHORT

SKELETON

TALL

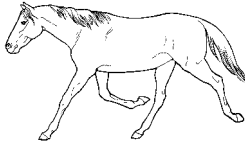


Name _____

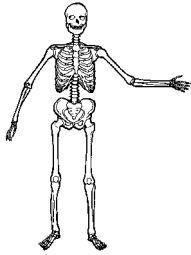
INSTRUCTIONS: Have the children look at each word and color in the number of circles next to it to show how many syllables there are in that word.



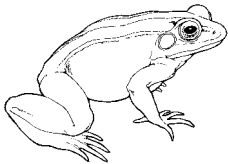
bone



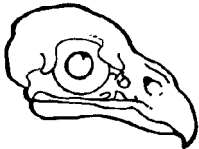
fast



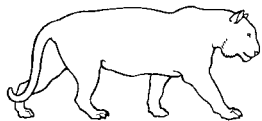
skeleton



frog



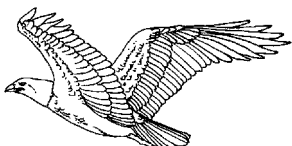
hollow



animal



wing



flying

LEVELED READER • J

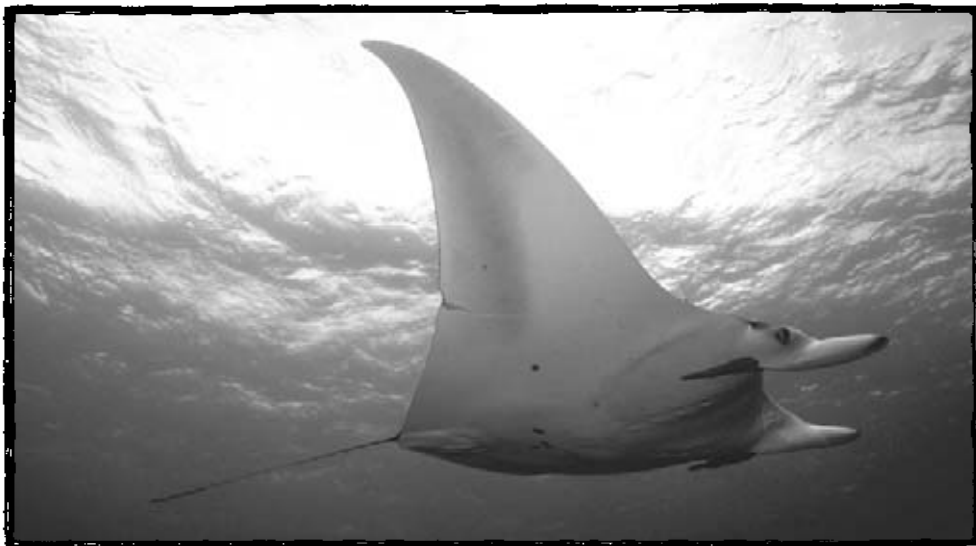
Ocean Animals

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Ocean Animals

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Fountas & Pinnell	I
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DRA	16

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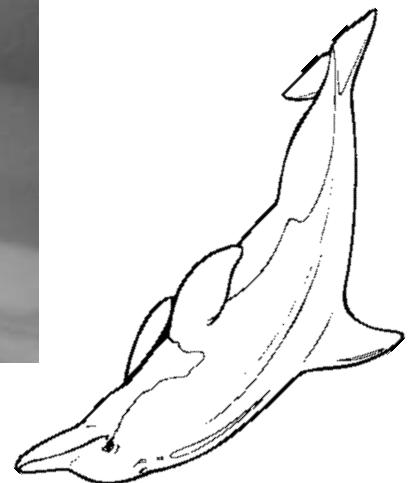


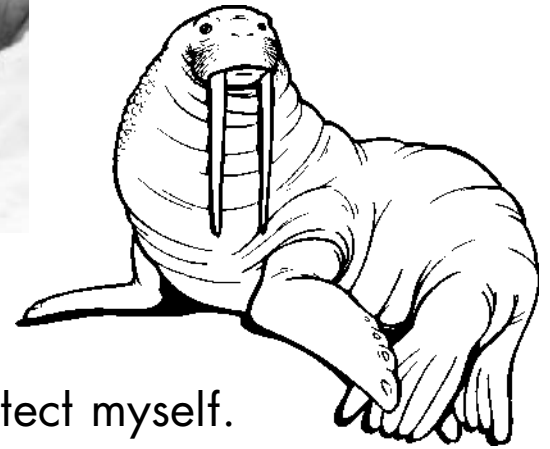
Many kinds of animals live in the ocean.
 They are part of the ocean community.
 Let's meet some of these ocean animals.
 Most of the ones in this book are mammals, fish, or reptiles.

3

4

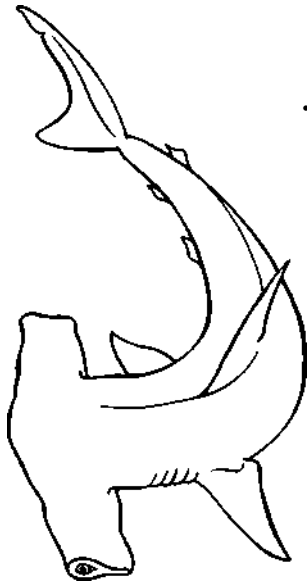
I am a dolphin.
 I have a sleek body and a strong tail to swim fast.
 I live in a group called a pod, and I like to eat fish.
 I whistle to talk to other dolphins.





I am a walrus, and I have ivory tusks.
 I use them to dig for clams and to protect myself.
 I live on ice and in cold water.
 My thick layer of fat keeps me warm.

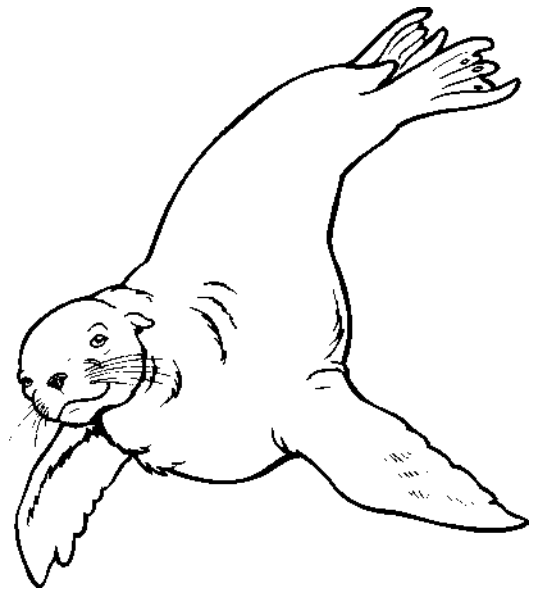
5



I am a hammerhead shark, and
 my head has a very funny shape.
 My eyes and nostrils are at the ends of lobes.
 I like to eat fish.

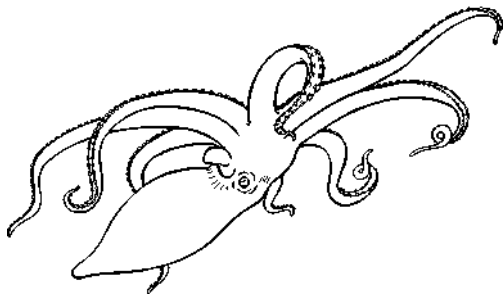
6





I am a California sea lion.
 I am smart, noisy, and playful.
 I bark like a dog, and I am covered by short fur.
 I eat squid, octopus, and fish.

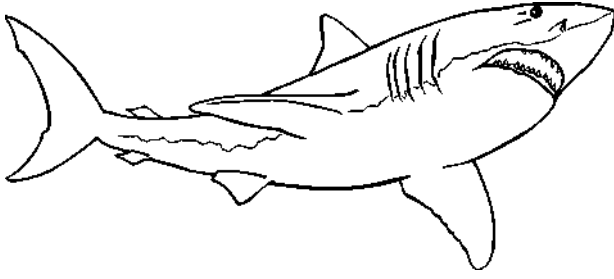
7



I am an octopus.
 I have a soft body and no skeleton.
 I have eight arms with suckers.
 I shoot black ink from my body
 to hide and escape from danger.
 I can also change the color of my skin.

8





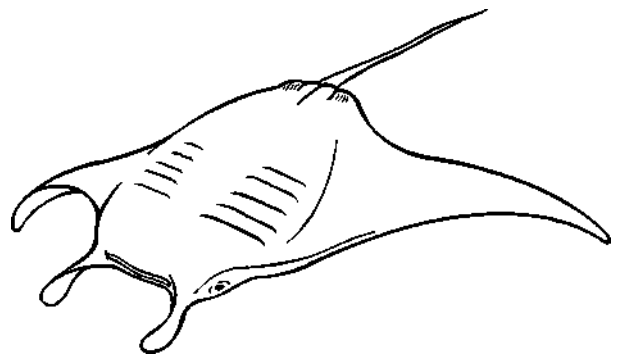
I am a great white shark.
 I am a large and fierce shark.
 I have very sharp teeth
 that are shaped like triangles.
 I eat seals, dolphins, and fish.

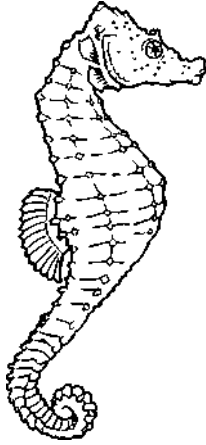


9

I am a manta ray.
 I have fins that look like wings.
 I am related to stingrays, but I do not sting.

10





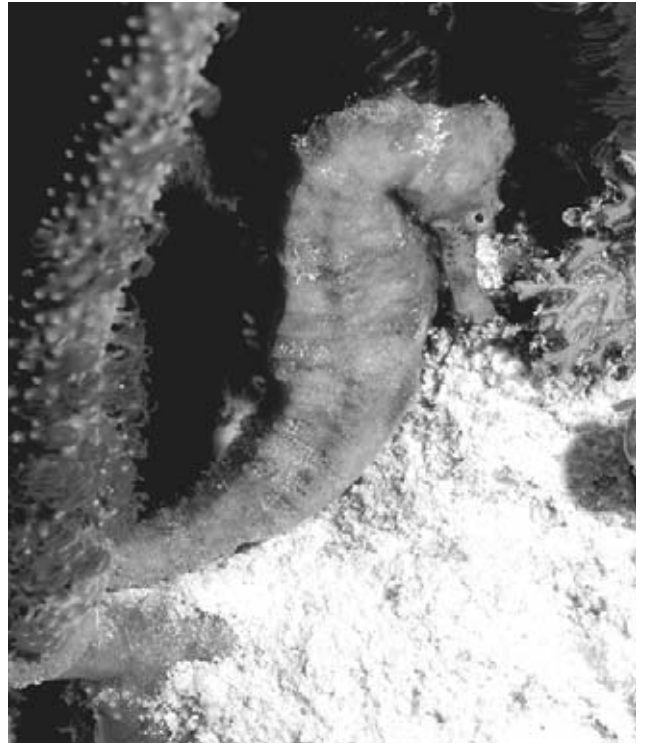
I am a sea horse,
but I am not a horse.

I am a fish.

I change color to hide.

Shrimp are my favorite food.

Male sea horses, not females, carry eggs until they hatch.



11

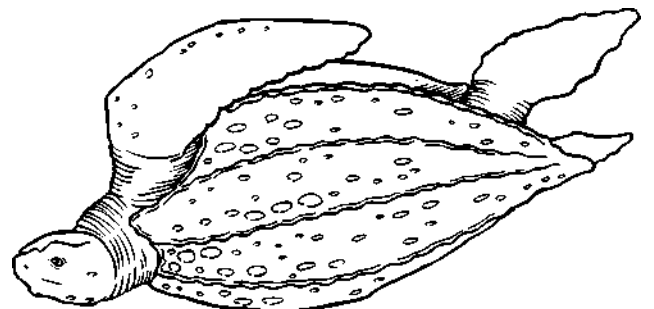
I am covered with leathery skin instead of a shell.

Jellyfish are my favorite food.

I lay eggs on land.

the biggest turtle in the world.

I am a leatherback turtle,



12

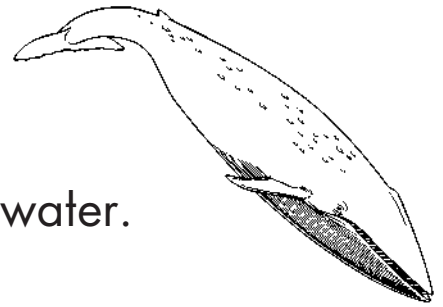


I am a blue whale.

I am the largest mammal ever to live.

I make deep sounds that move through water.

I eat tiny animals called krill.



13

The ocean is home to all these animals.
 Many of them are endangered.
 They all suffer because of pollution and hunting.
 Keeping our oceans clean will help keep these animals alive.

14



Name _____

INSTRUCTIONS: Have children match each description with the correct animal from the text.

I bark like a dog, and I am covered with short fur.



I have very sharp teeth that are shaped like triangles.



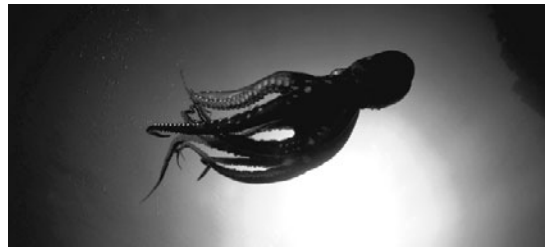
Shrimp are my favorite food.



I have eight arms with suckers.



My head has a very funny shape.



My thick layer of fat keeps me warm.



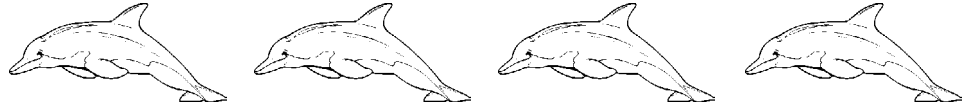
Name _____

INSTRUCTIONS: Have children count the syllables and color in the corresponding number of dolphins.
The first one is done for them.

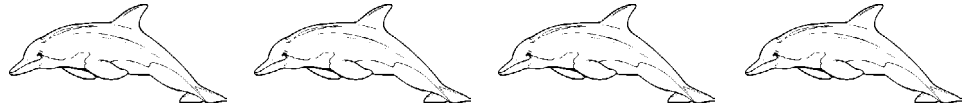
turtle



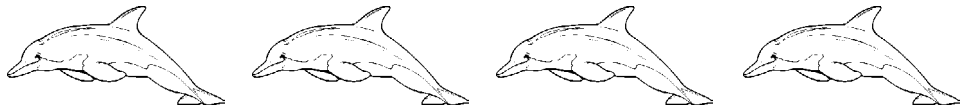
octopus



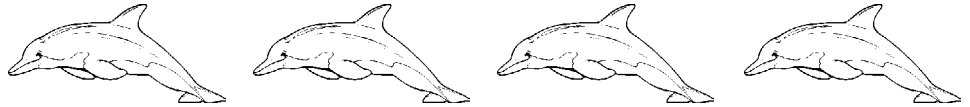
bark



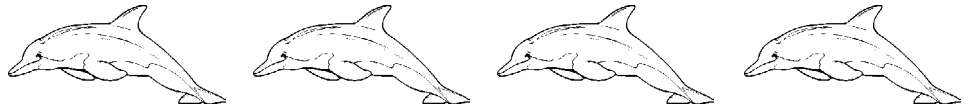
dolphin



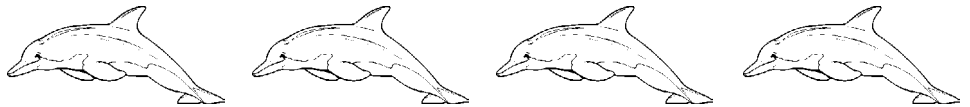
community



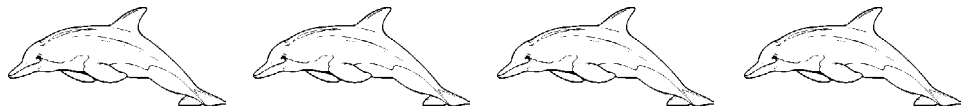
noisy



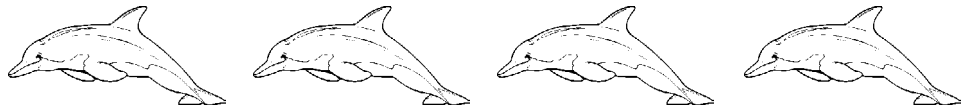
triangle



ink



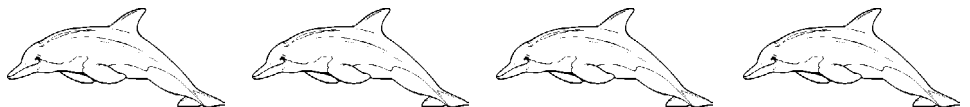
playful



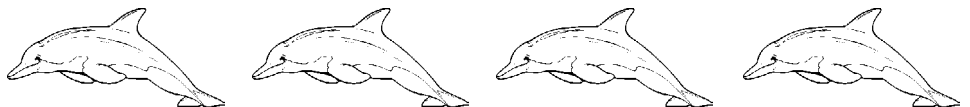
leatherback



strong



eat



LEVELED READER • J

Firefighters

Written by Katie Knight

www.readinga-z.com

**Multi
level
F J M**

Firefighters

A Reading A-Z Level J Leveled Reader • Word Count: 202



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Firefighters



Written by Katie Knight

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Fountas & Pinnell	J
Reading Recovery	17
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Firefighters
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Firefighting Machines	8
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Summary	14
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3

4

Firefighters rush to fight a fire.
Firefighters put out fires and save lives.
They help keep fires from starting.
They teach about fire safety.

Introduction

A fire truck races to a fire.





Firefighters try to put out a fire in a large factory.

Types of Fires

Firefighters put out fires in houses, shops, and factories. They also fight forest fires.

5

6



ladder



hose

axe

Firefighters use many different tools. They spray water or foam on fires. They use ladders to reach high places. They break down doors with axes.

Firefighting Tools

Smoke masks protect firefighters from smoke.

Fans remove smoke from rooms.

Fire extinguishers can put out small fires.



7

Firefighting Machines

Fire trucks are important firefighting machines.
The fire engine has a pump to spray water.

8





Ladder trucks have steering wheels in the front and back.

Ladder trucks carry ladders.

Tanker trucks carry water.

Rescue trucks carry tools to help trapped people.

9

10

There are other kinds of firefighting machines, too.
Fireboats fight fires from the water.

Fireboats can spray seawater.





A plane dumps chemicals on a forest fire.

Helicopters drop water on fires.

Large planes help put out forest fires.

11

12

They must also pass a written test.

They must be strong and fit.

Firefighters must be at least 18 years old.

Becoming a Firefighter

Men and women study to become firefighters.



Firefighters go to
firefighting school.
They learn about
different kinds
of fires.



Firefighters ride high in bucket ladders.

13

14

Fires destroy thousands of buildings every year.
Fires also take many lives and destroy forests.

Summary

Fire can damage buildings very quickly.





Firefighters save people and buildings every day.

Long ago, fires burned down entire cities.

Today, firefighters put out fires and keep us safe.

15

91



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fire safety, 4
forest fires, 5
ladder, 6

Name _____

What I Know	What I Want to Know	What I Learned

INSTRUCTIONS: In the first column, have students write what they already know about the topic. In the second column, have them write what they would like to learn. After students finish reading, have them fill in the third column with what they learned from the book.

Name _____

Firefighter Topic	Detail

INSTRUCTIONS: After completing the first example as a group, have students record the key details from the book about firefighters.

Name _____

1. The man climbed the ladder. He was careful not to fall.

2. A truck raced down the street. It had a loud siren.

3. My cousins came to visit. They live in a different town.

4. The teacher planned a field trip. She is taking us to a firehouse.

5. My friends and I went to the park. We had a bonfire there.

INSTRUCTIONS: Have students read each pair of sentences. Then have them draw a line under the pronoun in the second sentence and circle the noun in the first sentence that it replaces or represents.

LEVELED READER • J

Leopard, Ram, and Jackal



An African Folktale Retold by Eliot Kays Stone • Illustrated by Terry Herman

www.readinga-z.com

Leopard, Ram, and Jackal

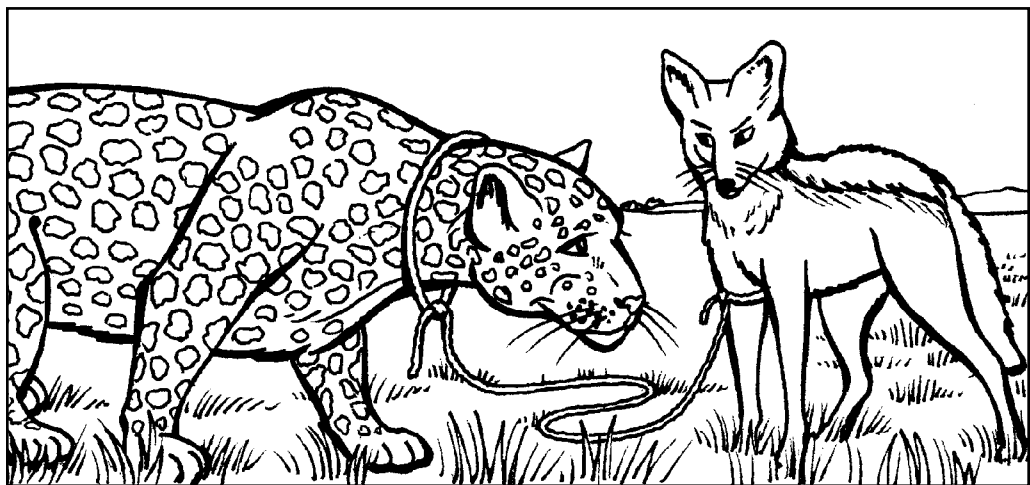
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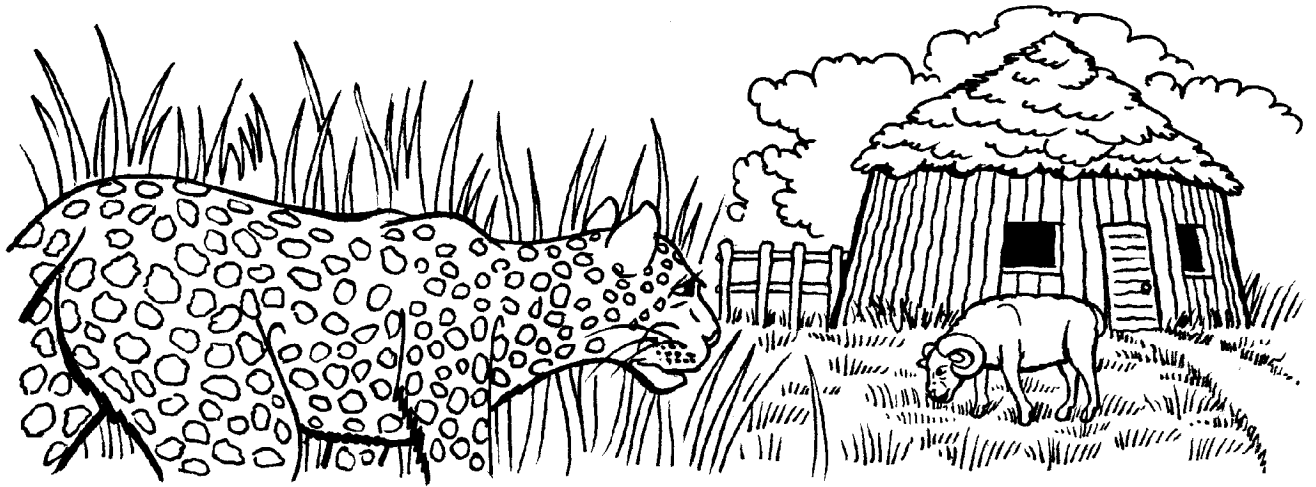
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16	DRA
16	Reading Recovery
1	Fountas & Pinnell

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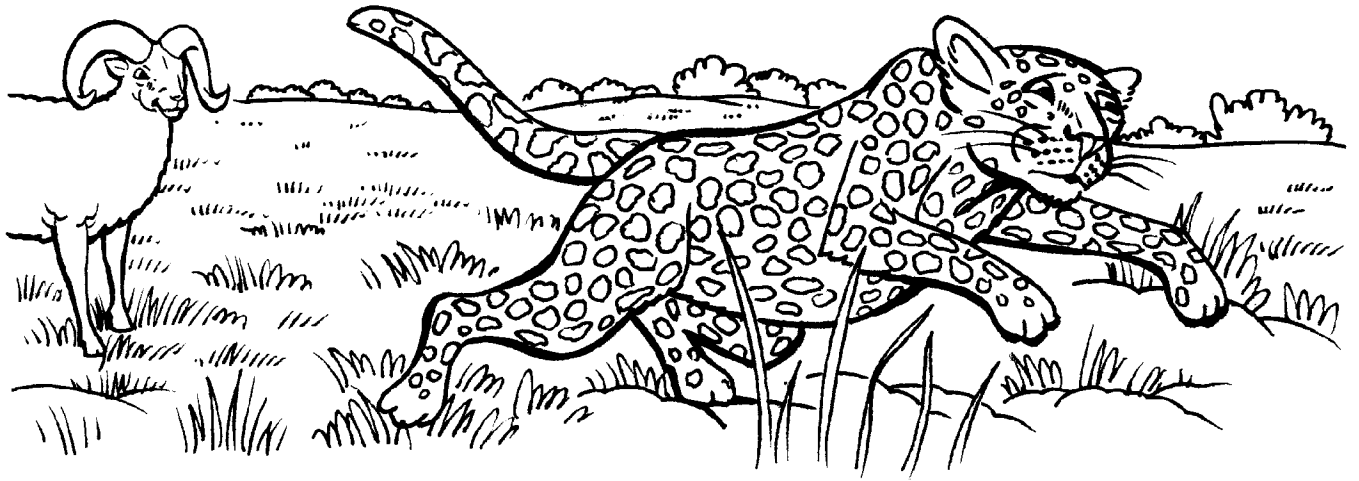
One day, Leopard went out hunting.
 He came upon Ram's house.
 Leopard was a great hunter,
 but he had never seen Ram in his life.

3

Leopard was a little afraid of him.
 He went to Ram and said meekly,
 "Good day, friend. Who might you be?"
 "I am Ram," said Ram in a gruff voice. "Who are you?"

4





"I am only Leopard," said Leopard softly.

Leopard was so scared, he ran straight home.

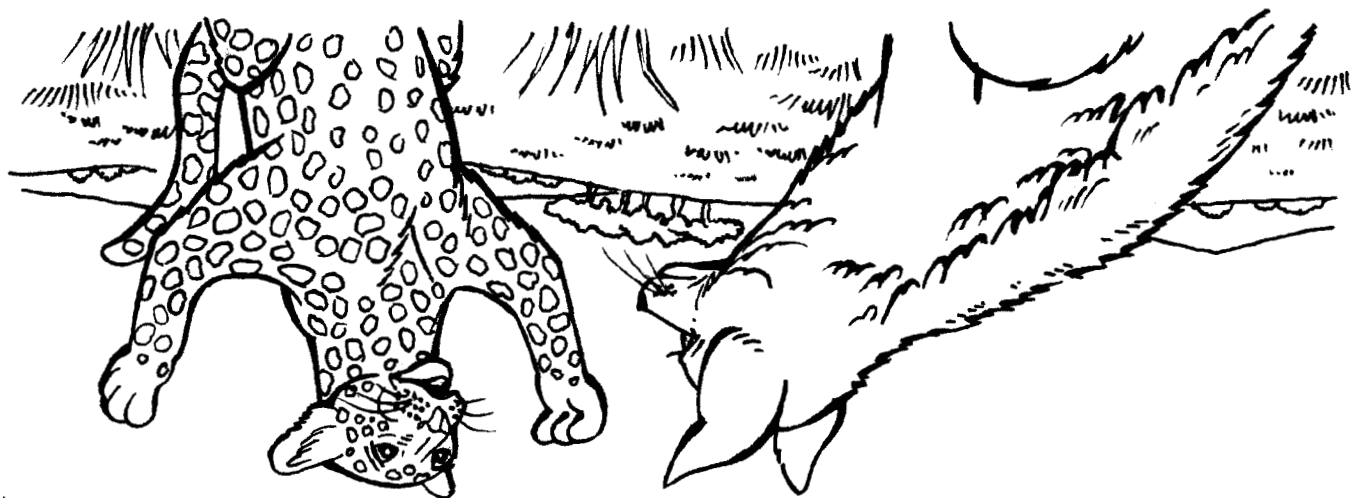
As soon as Leopard got home, he went to Jackal.

Jackal's house was close by.

5

6

"I had such a fright!" panted leopard.
 "I saw such a fierce fellow!
 He had a large head, terrible horns, and a rough voice!
 He said his name was Ram."





"How foolish you are!" Jackal laughed.

"Ram cannot hurt a flea, and his meat is juicy and sweet.

I thought you were a hunter.

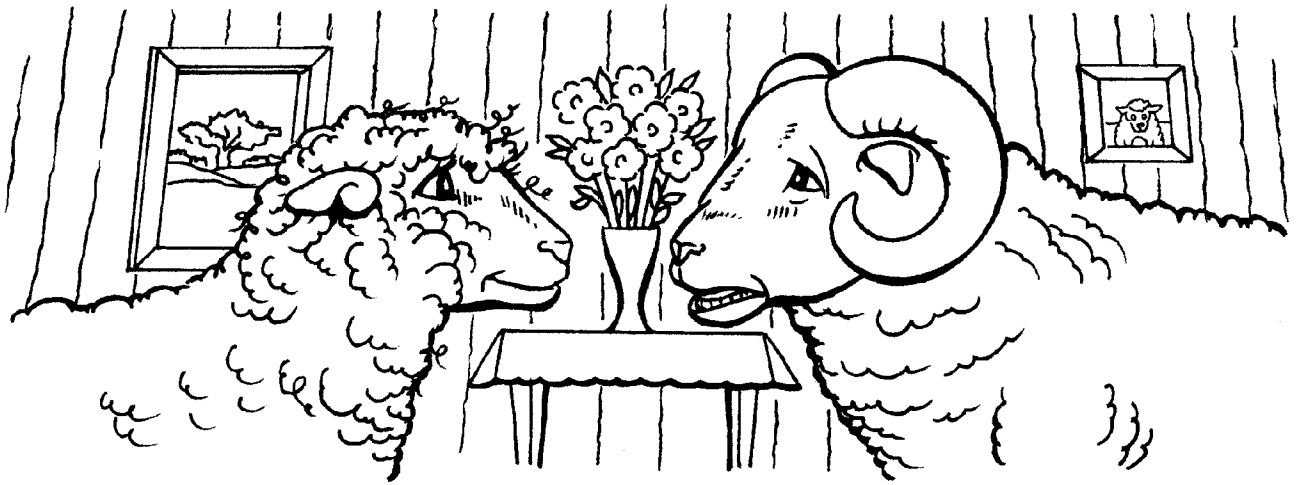
Tomorrow we shall go and eat him."

7

Leopard was still afraid.
He wanted to seem brave, so he said he would go.
The next day, Jackal tied leopard to his leg with a string.
This way, leopard could not run away.

8





Ram saw the two friends as they came to the top of the hill.

Ram ran into his house.

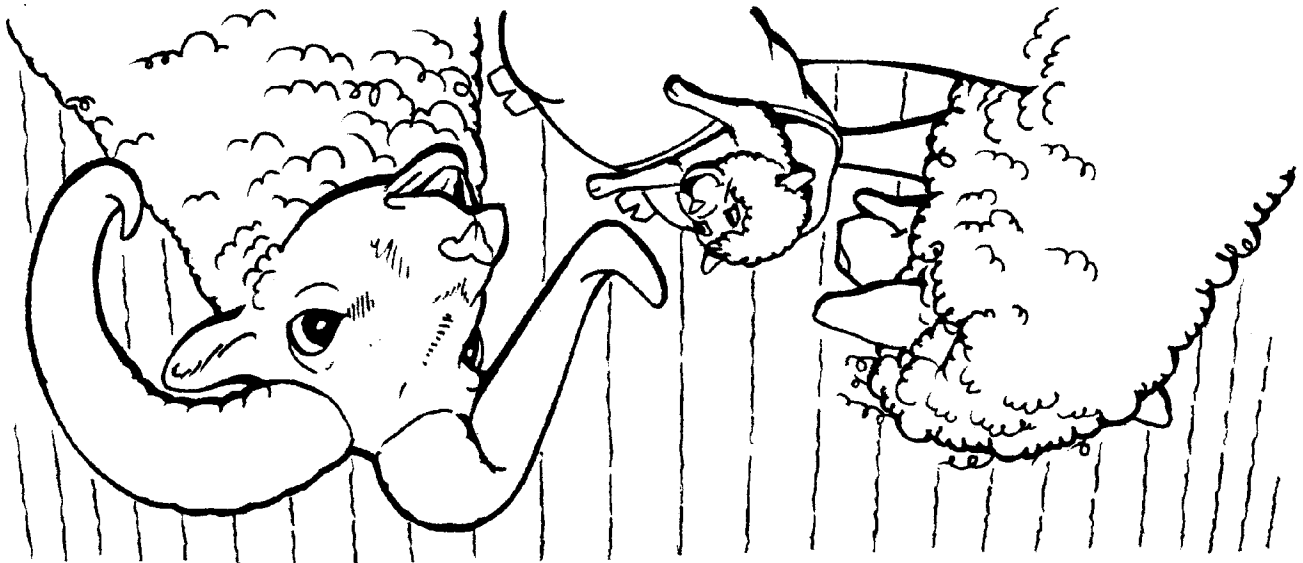
"Wife, what shall we do?" he asked.

"Jackal and Leopard are both after us."

9

"Have no fear," said his wife.
 "Take our child in your arms and go outside.
 Pinch her to make her cry as if she were hungry."

10



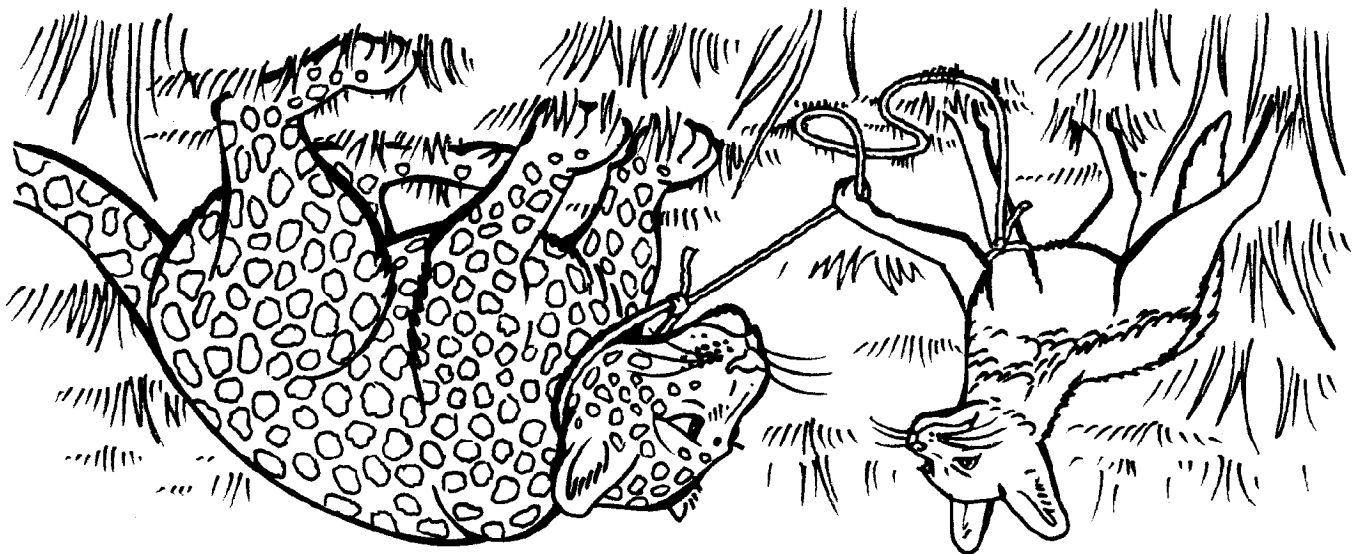


Ram took the child and did as he was told.
He stepped outside just as Leopard and Jackal arrived.

11

As soon as Leopard saw Ram, he grew afraid.
He pulled back, but Jackal jerked the string.
"Come on," he said. "He cannot hurt you."

12



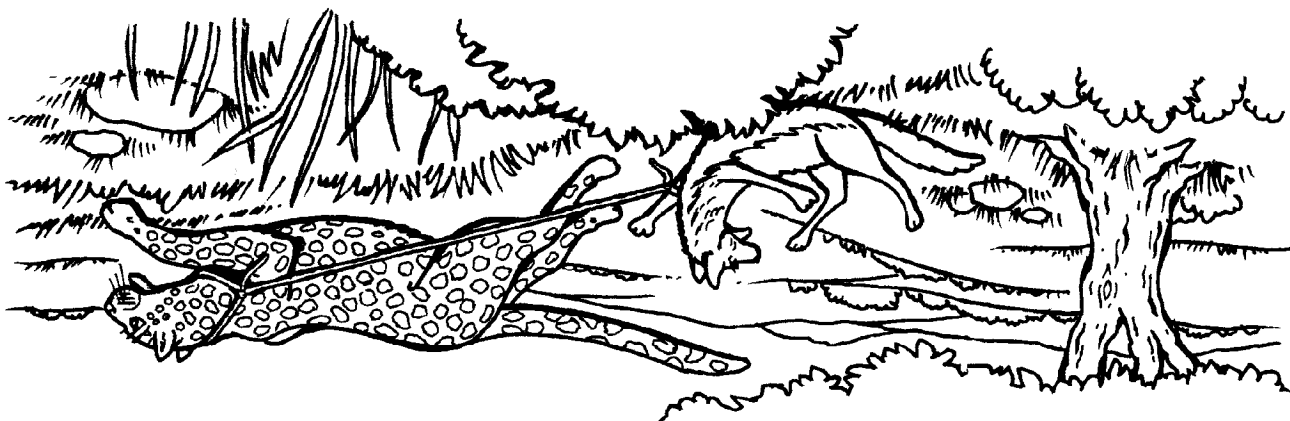


Ram saw Leopard's fear, and he pinched the child.
 The child began to cry, and Ram said in a rough voice,
 "Jackal, you have done well.
 You have brought us the leopard to eat.
 You are just in time. My child is crying for food."

13

These words were more than Leopard could stand.
 He leaped away and began to run, dragging Jackal with him.
 Leopard ran up and down hills, through bushes, and under rocks.
 He did not look back until poor Jackal
 was bruised from head to toe.

14



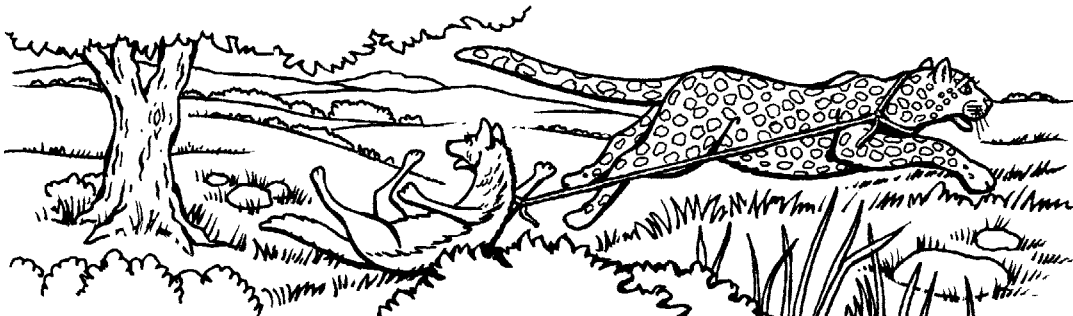
Name _____

INSTRUCTIONS: Have children write or draw what happened during the beginning, middle, and end of *Leopard, Ram, and Jackal*.

Beginning

Middle

End



Name _____

INSTRUCTIONS: Have children write down all the *r*-blend words they can think of that begin with *gr*, *tr*, *br*, *pr*, and *cr*.

gr

tr

br

pr

cr

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Going to the Art Museum

A Reading A-Z Level J Leveled Reader

Word Count: 399



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GOING TO THE ART MUSEUM



Written by
Elizabeth Austin

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GOING TO THE ART MUSEUM



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Correlation

LEVEL J	
Fountas & Pinnell	I
Reading Recovery	16
DRA	16



My sister and I are going
to the art museum.
It is the Getty Museum in Los Angeles.



A shuttle will take us to the museum.
We can see the museum
from the window.
The building is a work of art, too.



This is a map of the museum.
 The map tells us where the shows
 are and what is in them.
 We use the map to decide
 what we want to see.



The museum is having a special show.
 It has very old art
 from two cities in Italy.
 One of the cities was buried
 by a volcano.
 The show looks exciting.



This is a very big painting.
The light on the woman's dress makes
it look like she's really sitting here.
A note on the wall tells us about
the artist and the painting.



This is a very old sculpture.
Parts of it have broken off.
But you can still see
how the man looked.
I wonder if he was a king.



I like this painting.
It seems like the little girl
is looking down at us.
She looks surprised to see us here.



These old paintings
are very beautiful.
The lines on the lady's collar
and dress are so small.
The artist must have used
a very tiny brush.



It's time for a snack.
The museum has a snack bar that
sells food and drinks.
My sister is having lunch.



This is my sister's favorite part
of the museum.
There is a room with costumes in it.
She is dressing up to look like one
of the people in the old paintings.
Then she gets her picture taken.



We can even make art ourselves.
The museum has special benches
used for drawing.
We use pencils and paper
to draw the flowers.
A picture of flowers is called
a still life.



The museum has too many paintings to show at once.

Some paintings are stored away.

You can see the stored paintings on the computer.

The computer has a note about each painting and artist.



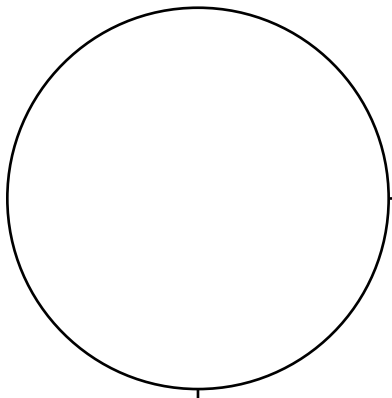
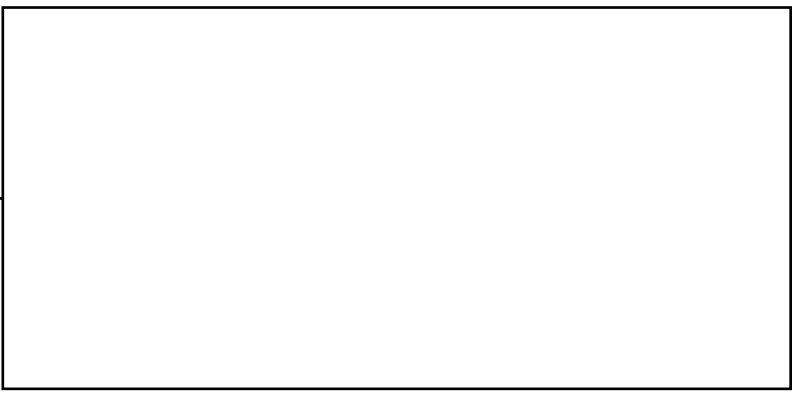
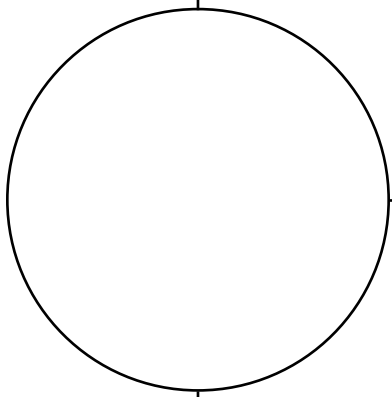
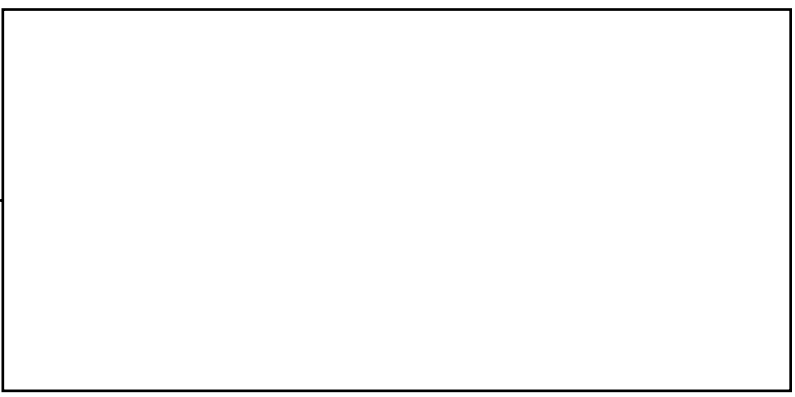
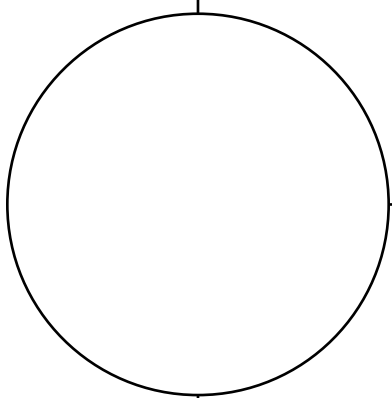
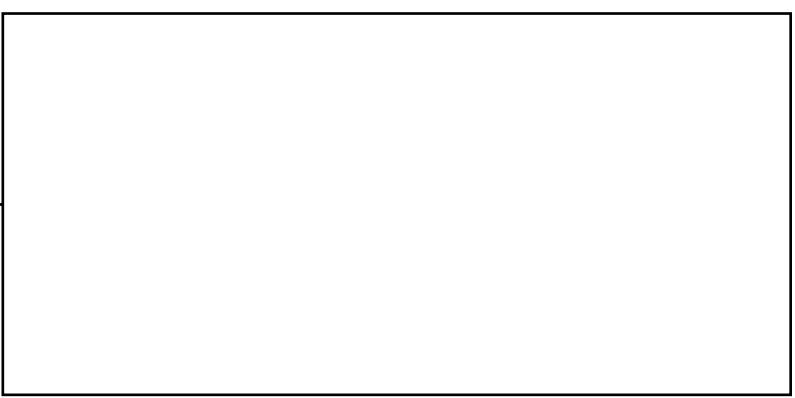
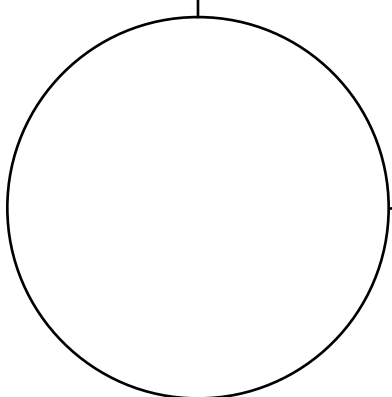
The museum has a gift shop.
There are lots of books about art.
They have books for kids, too.
Some of the art is really colorful
and crazy.
I think I'd like to have this book.



My sister and I are tired,
but we had fun.
The art museum is
a great place to visit.
I hope we go to the
art museum again soon.

Name _____

INSTRUCTIONS: Have students write main ideas or events in the circles. Then have them write details about those main ideas and events in the boxes.

Name _____

INSTRUCTIONS: Have students circle the words that have soft *c* and write them on the lines at the bottom of the page.

city

cat

ice

coat

cell

face

cart

cub

lace

cod

coal

mice

place

peace

could

call

ace

pencil

force

cash

cow

fence

center

pace

cute

catch

slice

corn

camp

prince

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name _____

INSTRUCTIONS: Have students read the sentences and circle the verbs. Then have them decide whether the verbs are happening in the past, present, or future, and write the verbs in the appropriate columns.

1. I will go to the party on Monday.
2. He ate all of his lunch.
3. This is a new pencil.
4. I see a big bird in the tree across the street.
5. I found some money in the street.
6. The circus will come to town next week.
7. I was so tired after the ball game.
8. I have some marbles in my pocket.

Already Happened	Happening Now	Will Happen

Name _____

INSTRUCTIONS: Have students read each word and draw a picture that illustrates its meaning.

museum

painting

artist

computer

still life

sculpture

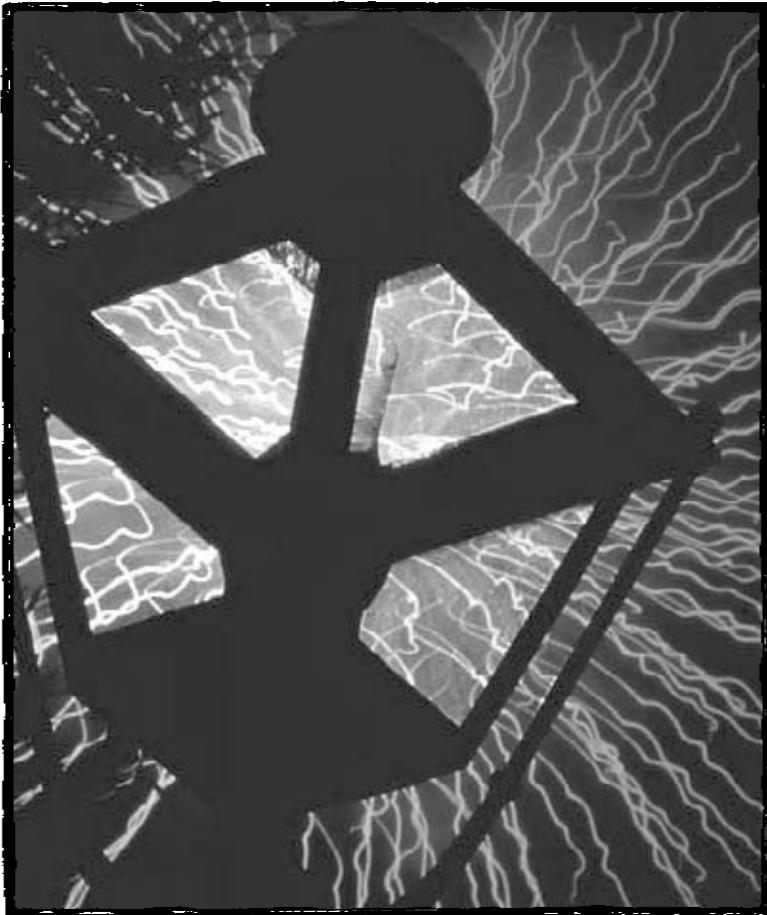
shuttle

costumes

Where We Get Energy

A Reading A-Z Level J Leveled Reader

Word Count: 415

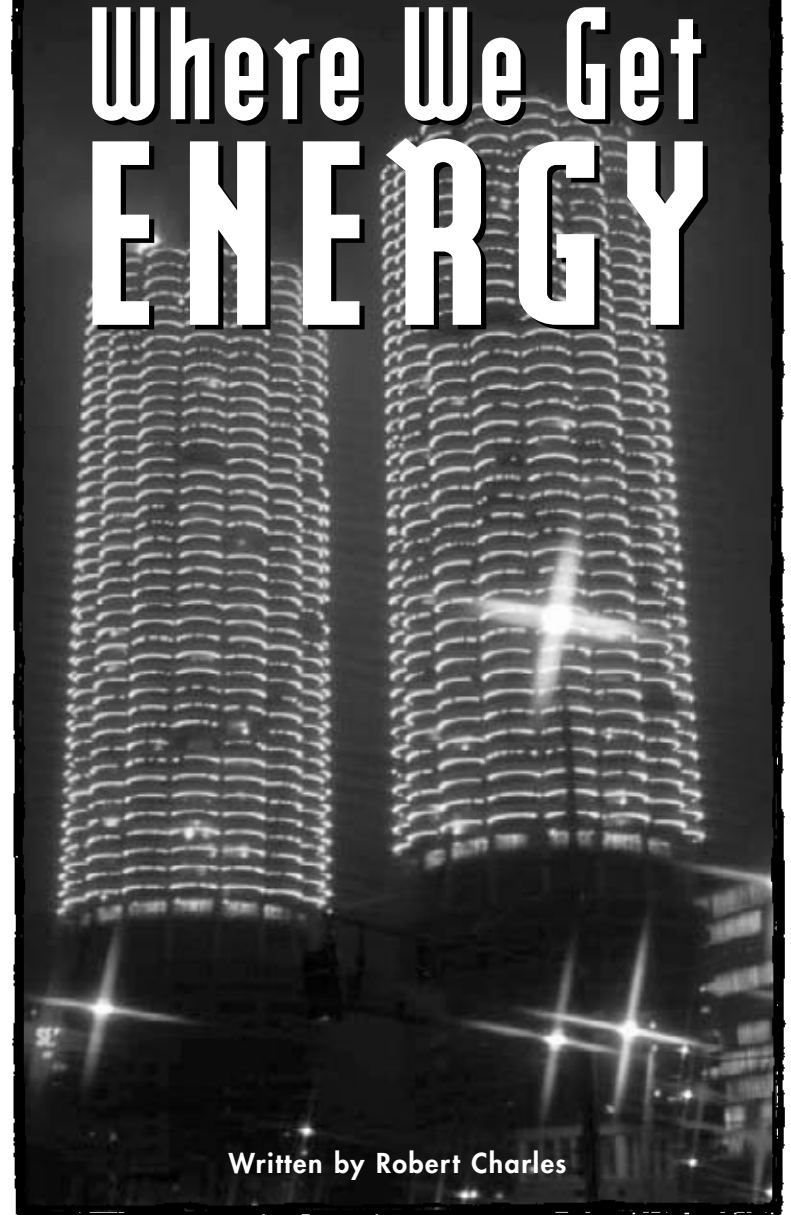


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Where We Get ENERGY



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Level J Leveled Reader
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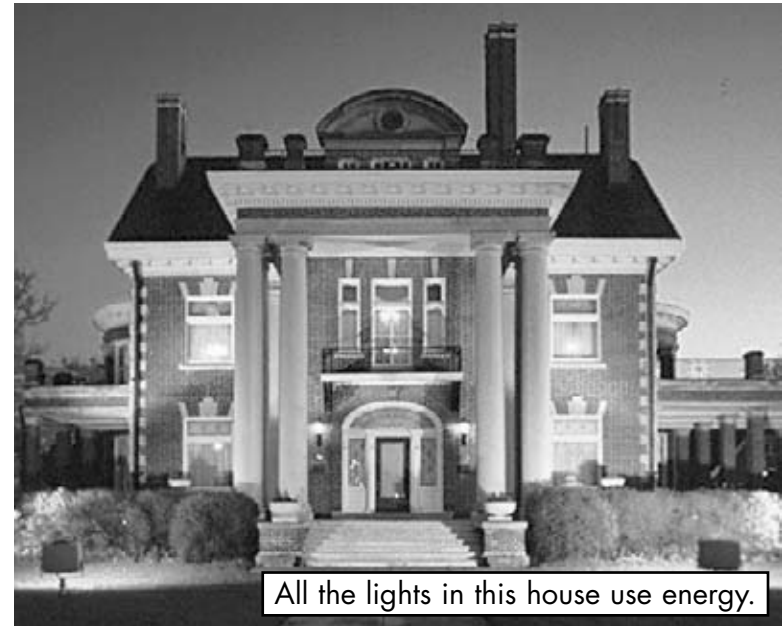
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Correlation

LEVEL J	
Fountas & Pinnell	I
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Energy from Gasoline	7
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Making Electricity	9
Energy from Oil and Coal	10
Energy from Wind	12
Energy from Water	13
Energy from the Earth	14
Energy from the Sun	15
Saving Energy	16
Glossary	18
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Introduction

We use **energy** for many of the things we do.

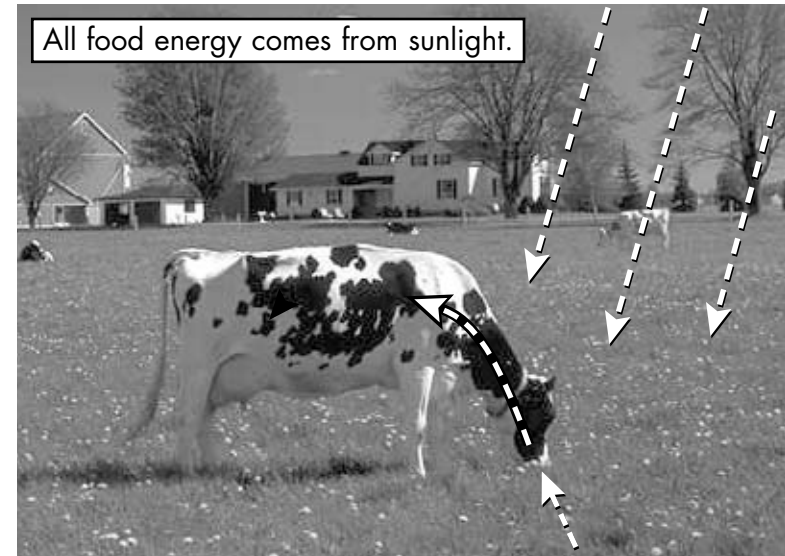
Energy lights, heats, and cools our homes.

Energy makes things move.

You need it to run and play.

You need it to think and even to sleep.

Energy comes from natural resources. Sunlight is our most important natural resource. Coal and oil are natural resources, too. So are things like plants, wind, and water.



Energy from Food

You get energy by eating. The animals you eat get energy from the plants they eat. The plants get energy from food they make. They use energy from the sun to make this food. Plants store food in roots, stems, and leaves.

Energy from Gasoline

Most cars, trucks, planes, and trains get energy from gasoline.

Gasoline comes from oil.

Oil is a resource found underground.

Wells pump oil from the ground.

Factories turn the oil into gasoline.



An oil well (left) and an oil factory or refinery (above)



All these things run on electricity.

Electricity

Electricity is a kind of energy.

We use electricity

to run many things.

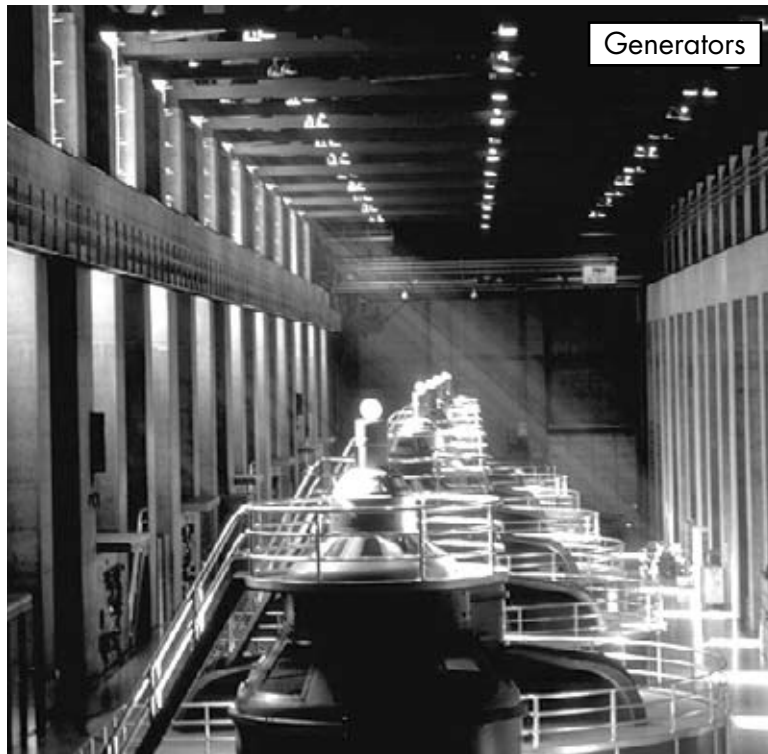
How do we get electricity?

Making Electricity

We use machines called **generators** to make most of our electricity.

Parts inside a generator must move to make electricity.

It takes energy to make these parts move.



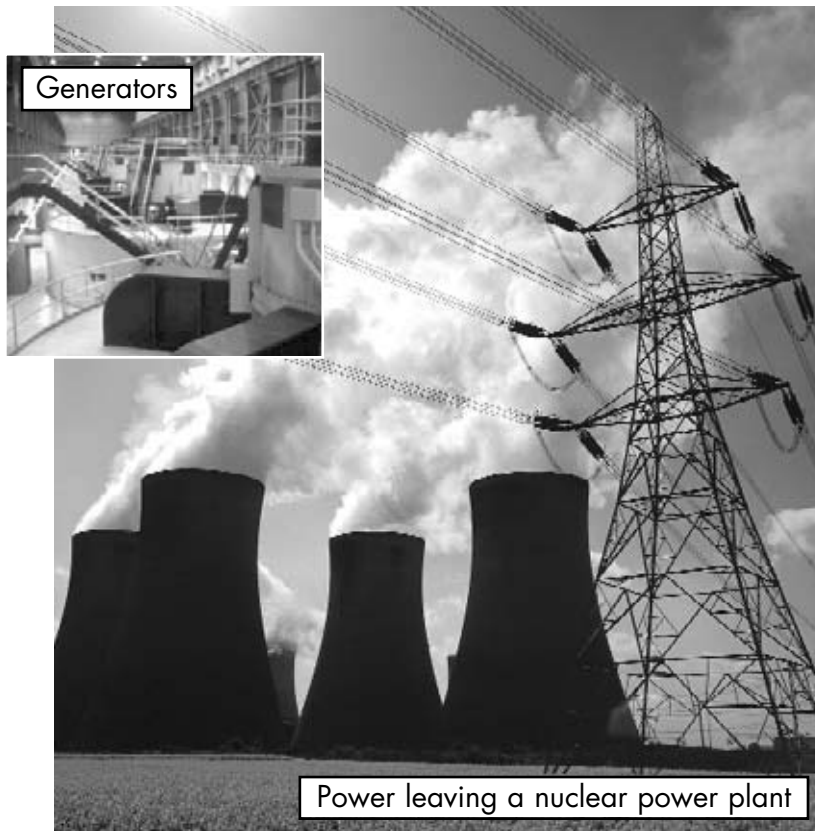
Energy from Oil and Coal

About half the energy used to run generators comes from coal.

Coal is a resource that is found under the ground.

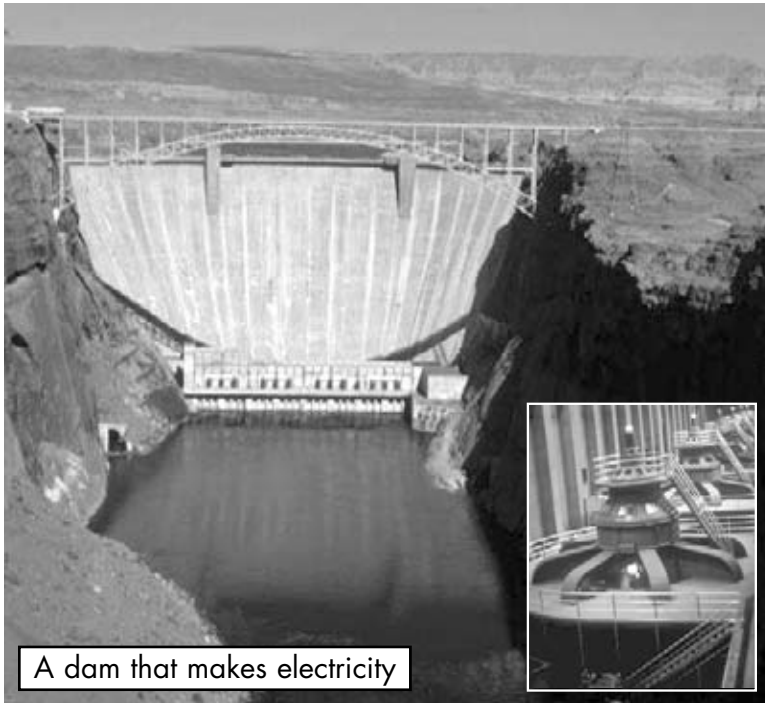
Power plants use coal and other resources to heat water.

When water is heated
it changes to steam.
The steam makes large blades
inside a generator spin.
The generator uses this energy
to make electricity.



Energy from Wind

Wind can be used
to make electricity.
Wind turns large blades
of a wind generator.
The generator uses energy from
moving blades to make electricity.



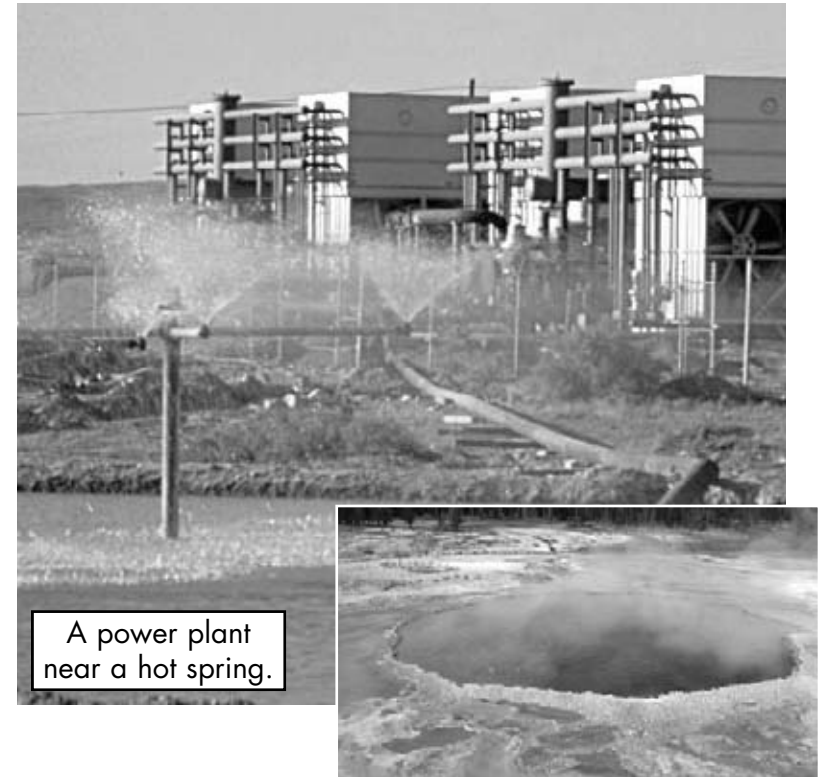
Energy from Water

Moving water can be used to make electricity.

People build dams in rivers.

Water from a river moves through large pipes in the dam.

The water spins the blades of a generator.



Energy from the Earth

In some places, hot layers of rock deep underground heat water.

Steam comes out of cracks

in the ground.

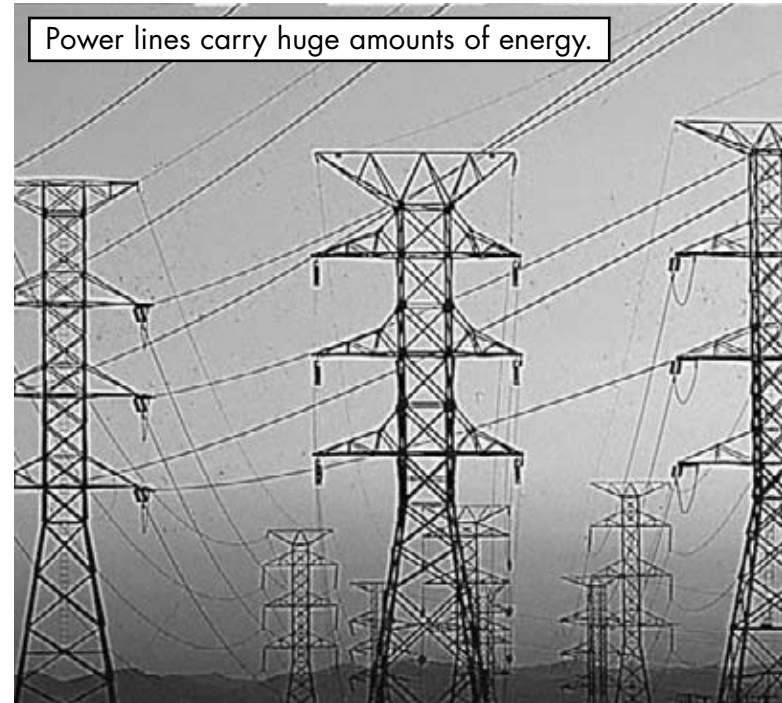
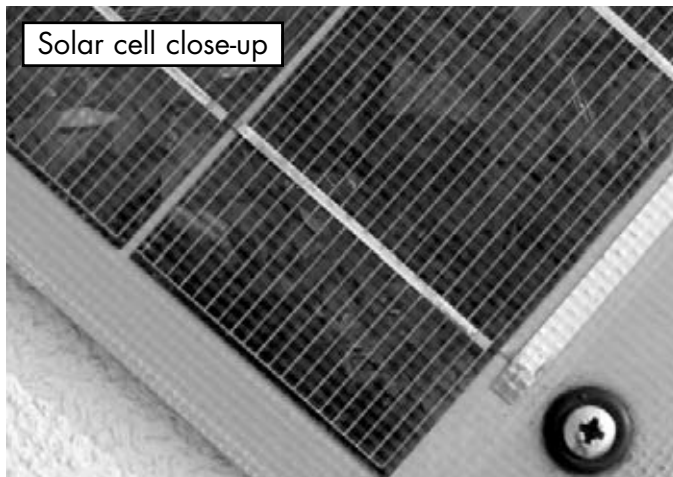
The steam is used to spin the blades of a generator.

Energy from the Sun

People can use the sun's energy to make electricity.

Solar cells can change sunlight into electricity.

Solar cells make this car move.



Saving Energy

Each year people use more and more energy.

Today, we get most of our energy from coal, oil, and natural gas.

But these resources cannot last forever.

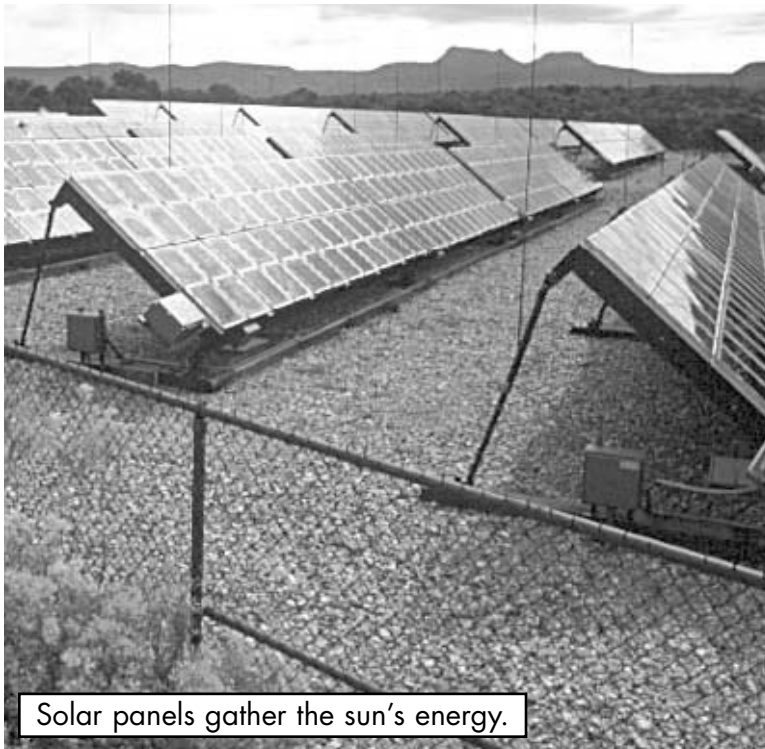
Someday we will use them all up.

It is important not to waste resources like coal, oil, and natural gas.

When they are gone, they cannot be replaced.

Sun and wind are good energy resources.

They cannot be used up.



Glossary

electricity

a form of energy we use to run lights, computers, and machines (p. 8)

energy

power that helps us do work and run our bodies and our machines (p. 4)

generators

machines that turn motion into electricity (p. 9)

solar cells

cells used to turn sunlight into electricity (p. 15)

Index

coal, 5, 10, 16, 17	generator, 9–14
dam, 13	natural gas, 16, 17
electricity, 8, 9, 11–13, 15	solar cells, 15
gasoline, 7	steam, 11, 14

Name _____

Energy from Food

Main Idea:

Energy from Gasoline

Main Idea:

Energy from Coal and Oil

Main Idea:

Energy from the Sun

Main Idea:

INSTRUCTIONS: Have students find the main idea for each chapter listed and write it in the small box. Then, have students look through the chapter listed and write at least two details in the larger boxes.

Name _____

sneak	touch	head	screech
made	need	team	bread
weather	spend	stream	wheel

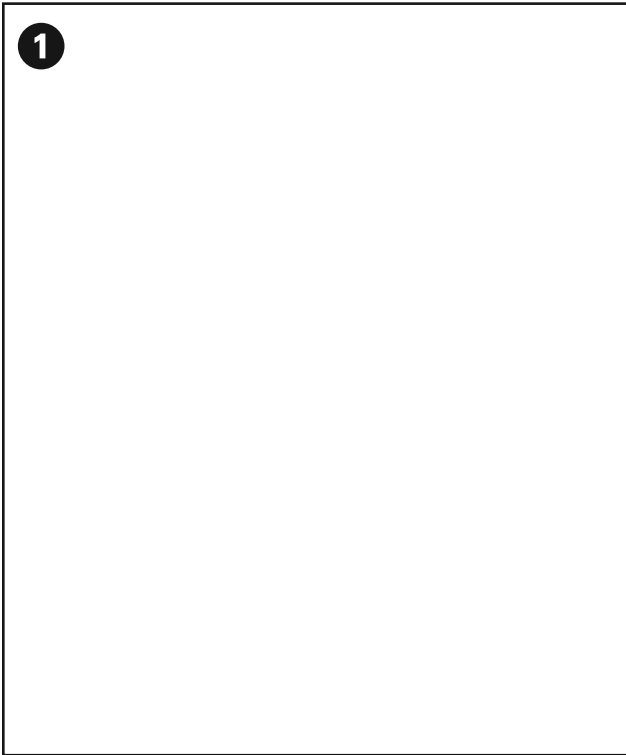
Sleep	Heat

INSTRUCTIONS: Have students read the words in the word box at the top of the page and circle all the words that have the long /e/ sound. Then have students write each long /e/ digraph word in the box under the word that has the same spelling pattern.

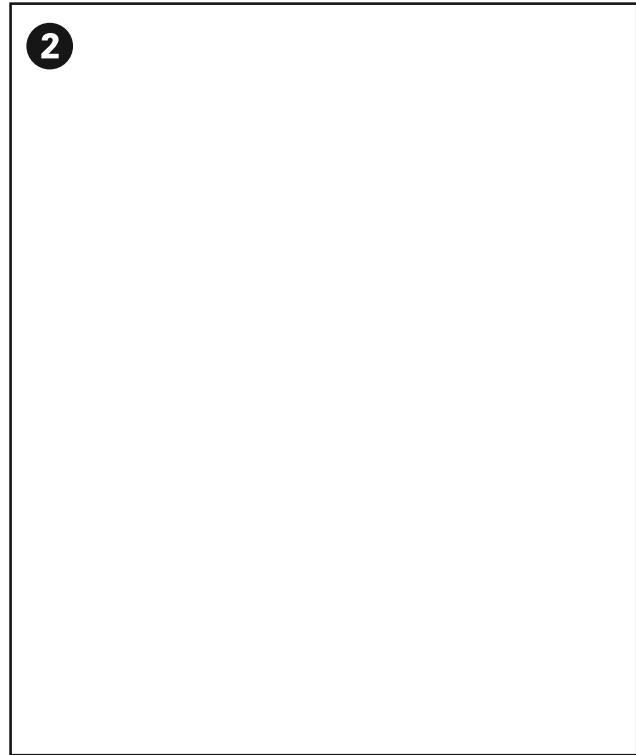
Name _____

Where We Get Energy

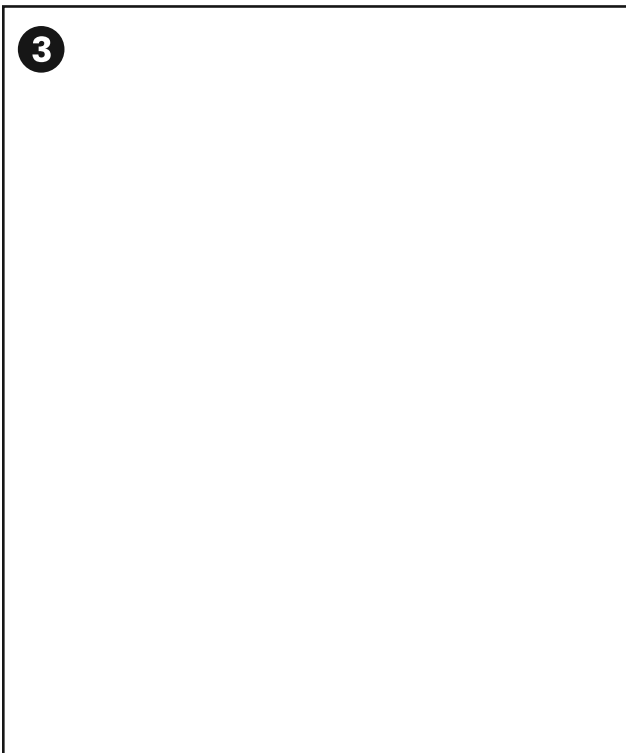
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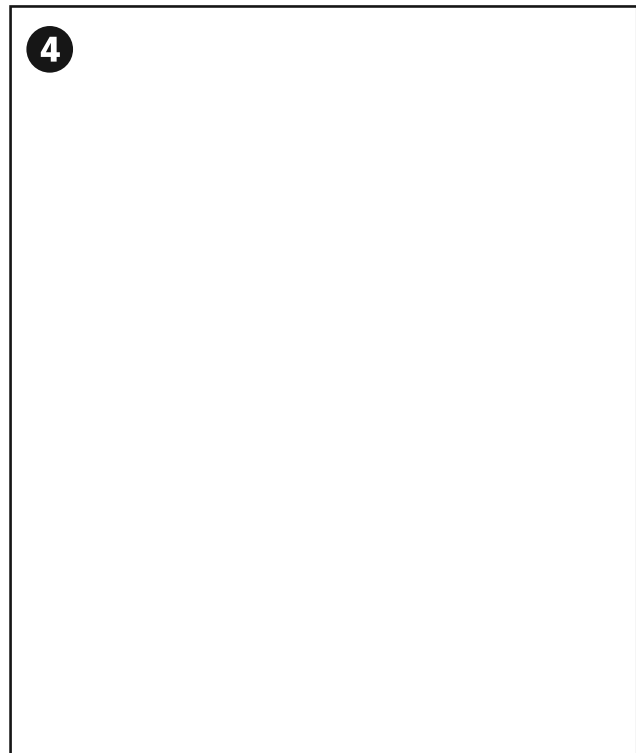
2



3



4



INSTRUCTIONS: Have students draw and label places from which we get energy in each of the boxes.

Riding with Rosa Parks

A Reading A-Z Level J Leveled Reader

Word Count: 272

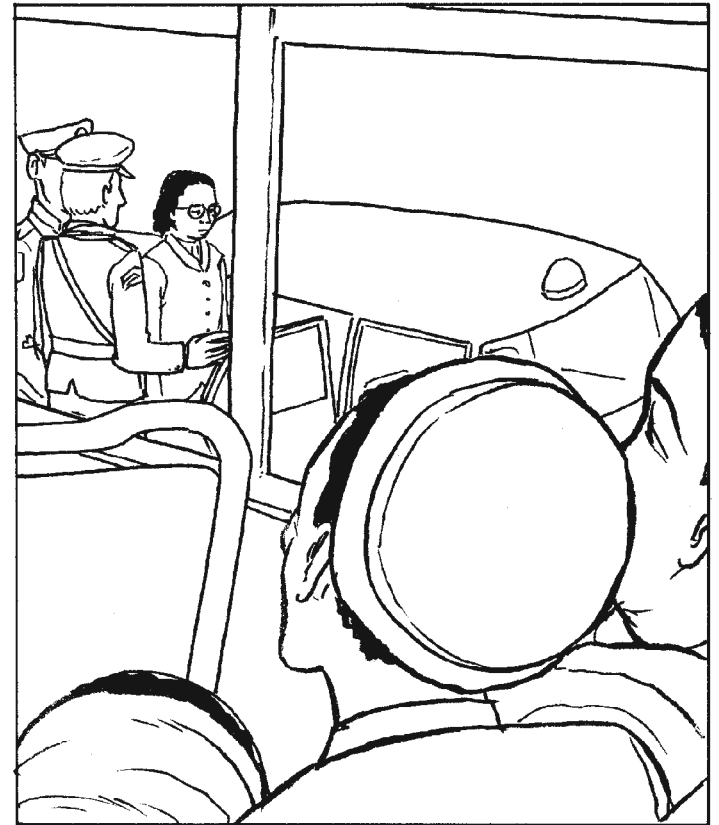



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Riding with Rosa Parks



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Illustrated by Chris Baldwin

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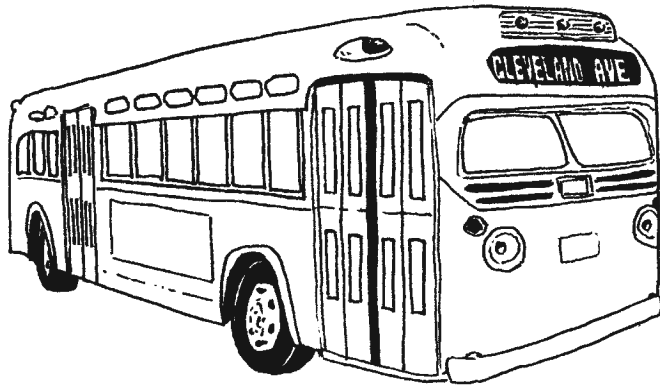


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On the Bus

Marissa and her mother were riding the bus. They were on their way to Grandma's house. They had to sit in the back seats. Marissa didn't like the back seats.



There was a law that black people
had to sit at the back of the bus.
Her mother said it was unfair.

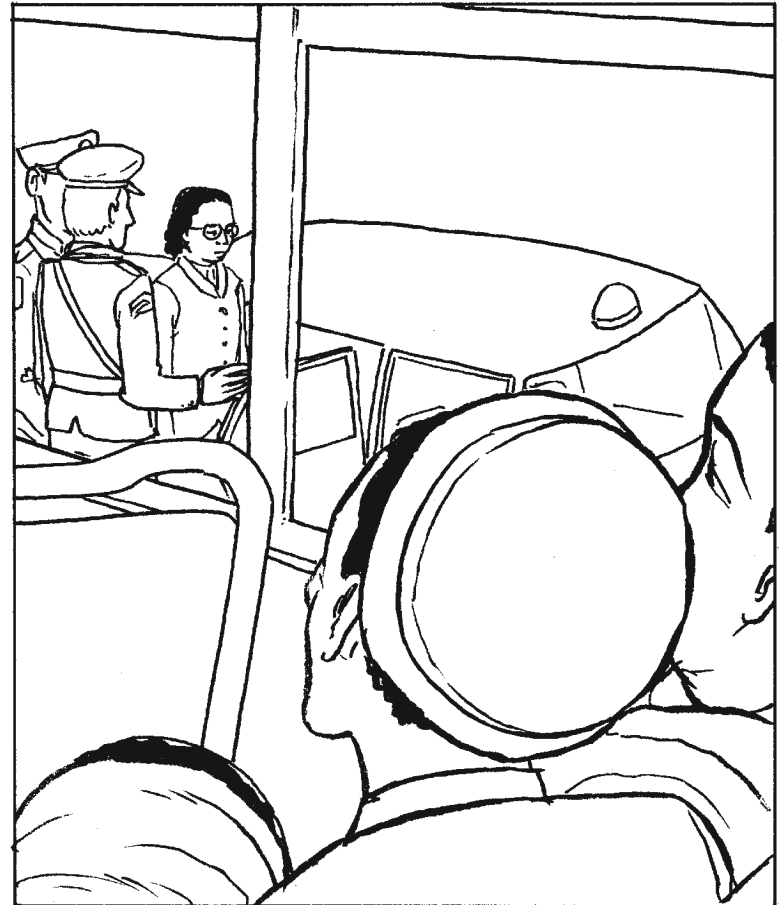


Some white people came on the bus.
So some of the black people stood
up and gave them their seats.
That was another part of the law.

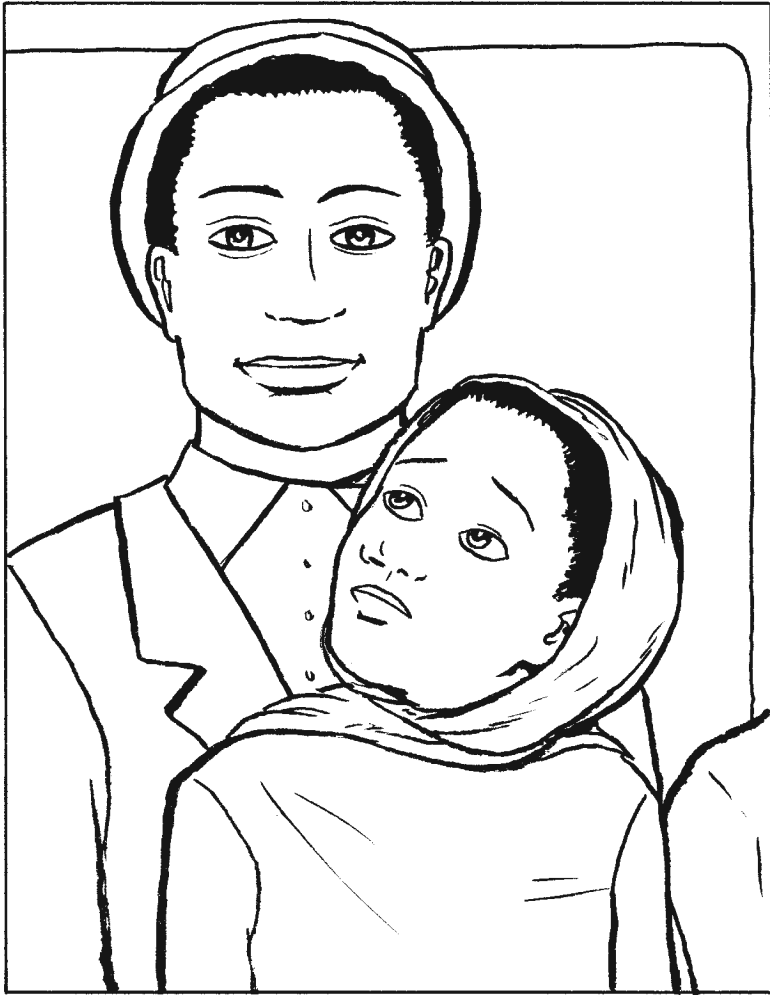


Refusing to Stand

But one black woman didn't stand up.
Her name was Rosa Parks.
She didn't want to move from
her seat.



The driver told Rosa she had
to move, but she said, "no."
Then the driver called the police!
The police came and arrested
Rosa Parks.

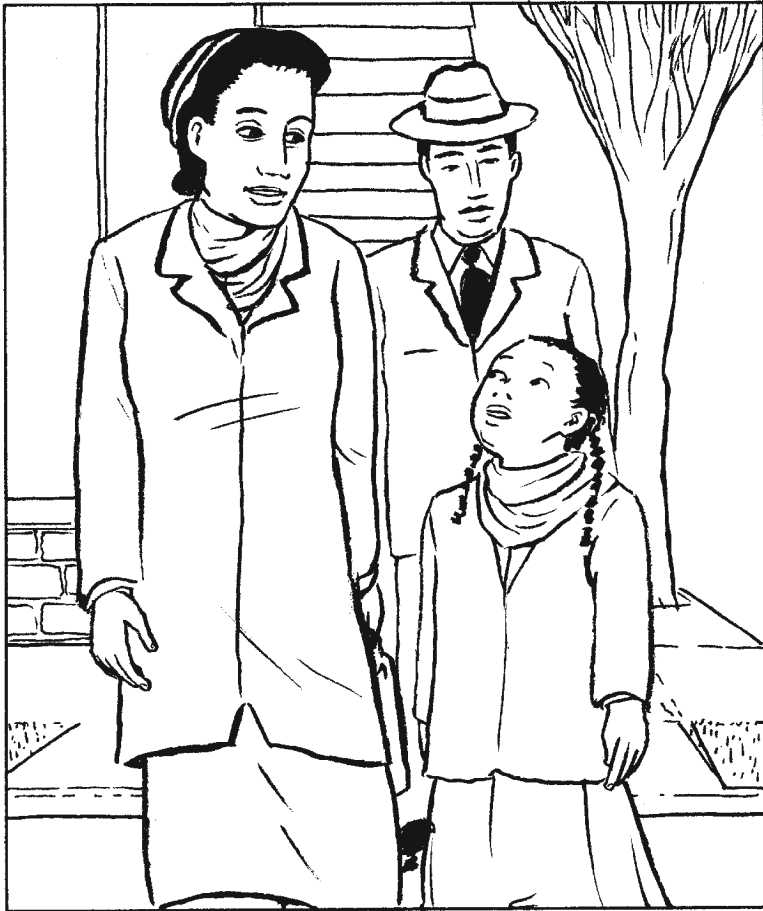


Marissa was very confused.
Why didn't Rosa Parks get up?
Everybody knew the law, even
if it wasn't fair.



Taking Steps

When other people heard
what happened to Rosa,
they got very upset.
They decided to stop riding
the city buses!



Marissa asked her mom why they had to walk.

Her mother said people stopped riding the buses to show that the law was unfair.



For a long time they walked everywhere.

Marissa's legs were sometimes very tired.

Still, they didn't ride the bus.



Making a Difference

Finally, an amazing thing happened.
The law was changed!
Marissa and her mom could now
sit at the front of the bus.

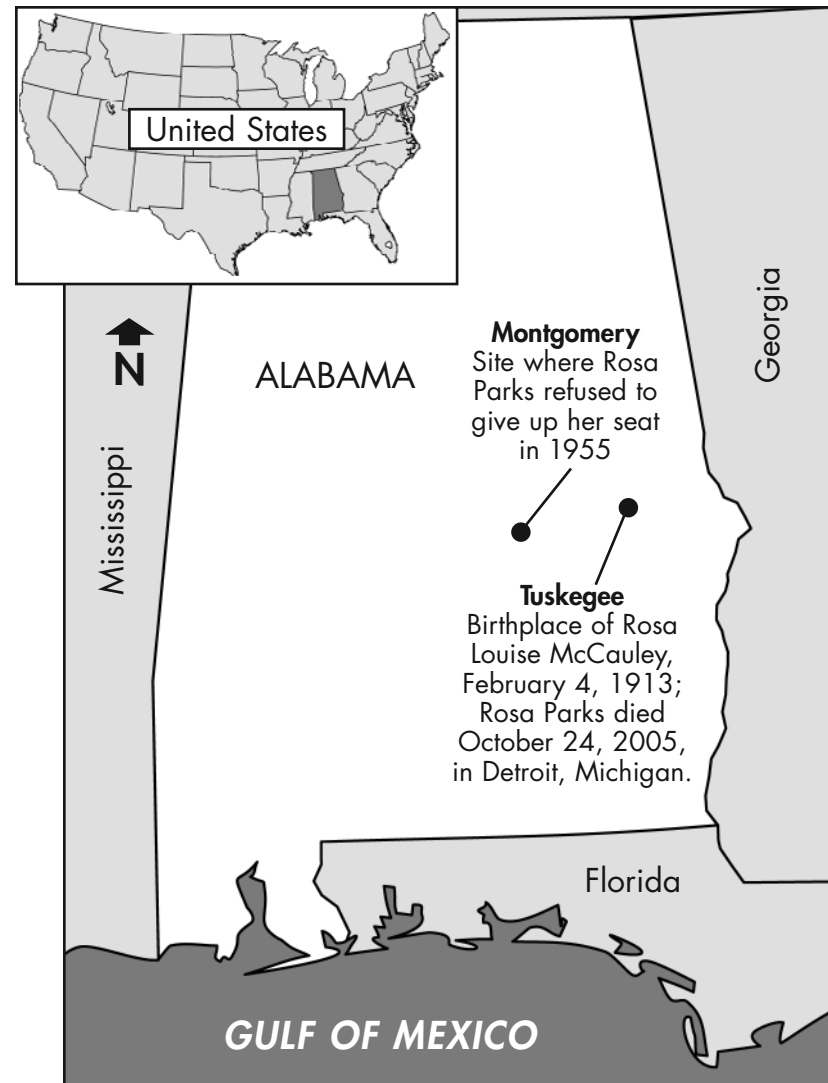


Marissa learned that one person
could make a difference.
She learned people could
join together to change things.



Today, people of all colors in the United States have the same rights. It all started with one woman saying no to something that was unfair.

Montgomery, Alabama, is where Rosa Parks rode the bus.



To learn more about Rosa Parks, look in your library's biography section.

Name _____

Beginning

Ending

INSTRUCTIONS: Write the events of the story in the correct order, starting at the top with the first box and ending with the bottom box.

Name _____

1. The boy rode his bike to school.
2. Her brother and sister went to the store.
3. Jim and I went swimming in the pool.
4. We went to the lake to sail the boat.
5. The class visited the museum.
6. She bought her cat at Carl's Pet Shop.
7. The teacher gave homework to the class.
8. My family had a picnic in the park.

person	place	thing

INSTRUCTIONS: Read each sentence above. Circle the nouns in each sentence. In the chart, write each noun under person, place, or thing.

Name _____

that
they

then
were

there
when

1. Dad asked me to clean my room and _____ I could play outside.

2. What rides at the fair _____ your favorite?

3. The children fell asleep because _____ were tired.

4. I asked my mom _____ we could go to the library.

5. Can I help you carry _____ heavy bag?

6. _____ are many kinds of apples.

INSTRUCTIONS: Read the sentences below. Choose a word from the box that makes sense in each sentence. Write it in the blank. Use each word only once.

The Cinnamon Bun Mystery

A Reading A-Z Level J Leveled Reader

Word Count: 313



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The Cinnamon Bun Mystery



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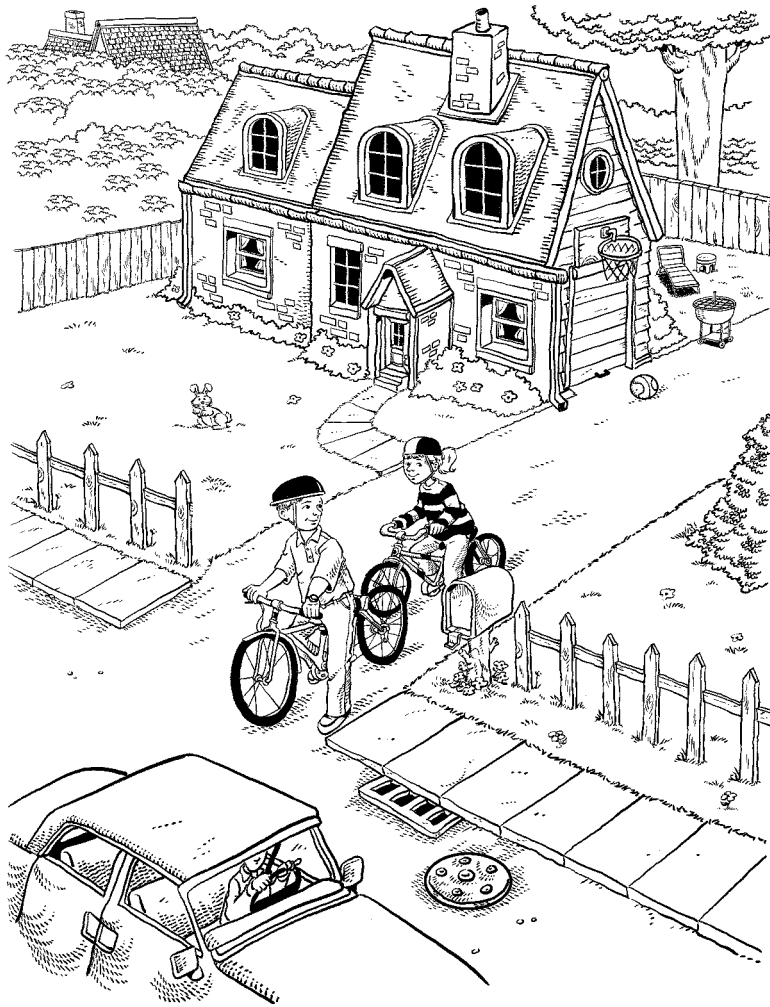
LEVEL J	
Fountas & Pinnell	I
Reading Recovery	16
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It is Saturday morning.
Erica and her dad ride bikes
to the **bakery** every Saturday.
Erica always gets a hot
cinnamon bun.



"Bye, Mom," Erica says as she runs
out the door.
"See you later," Mom says.



Erica's dad waits at the end
of the drive with his bike.
Erica jumps on her bike,
and they ride to the bakery.



When they get there,
Erica parks her bike.
She runs inside and says,
"I'll have my **usual**, Mr. Hoffman."
"I'm so sorry," the **baker** says.
"A lady just bought all the
cinnamon buns."



Erica runs out of the bakery.

"Dad, someone bought all the cinnamon buns," she explains.

"A lady with a big bag just came out of the bakery," says Dad.



"She was wearing a polka-dot dress," says another man.

"Does anyone know where she went?" asks Erica.

"I saw her go down the street on a black **scooter**," says a boy.



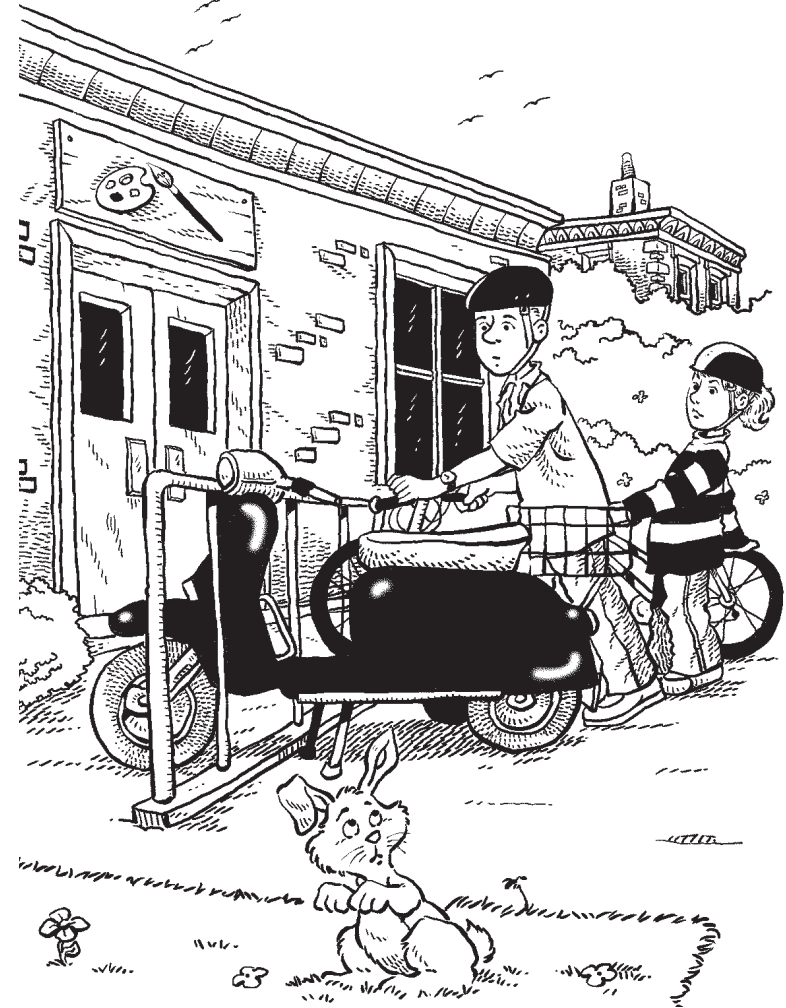
Erica and her dad ride after the lady on their bikes.



Soon, they ride past a woman on the sidewalk.
Erica asks, "Did you see a lady in a polka-dot dress?"
"She turned right at the corner," the woman says.



Erica and her dad turn right
at the corner.



They see a black scooter
in front of the art center.
They park their bikes next to it.



They go inside and see a bag on a table.

"That looks like a bag from the bakery," Erica says.

"I think you're right," says Dad.



The bag is empty.

"We'll have to use our noses to find the cinnamon buns," Dad says.

Erica smells the smell of cinnamon coming from a room down the hall.



Erica walks into the room.

"Hello, Erica," says Mrs. Garcia,
the art center teacher.

"Help yourself to a cinnamon bun,"
she says.

"Then come help us paint."

They had found the cinnamon buns,
and Erica felt happy.

Glossary

baker a person who bakes
bread, pastries, or cakes
(p. 6)

bakery a place that makes and
sells bread, pastries, or
cakes (p. 3)

**cinnamon
bun** a snail-shaped pastry
flavored with cinnamon
and coated with a sugar
glaze (p. 3)

scooter a motorized vehicle having
two or three wheels; similar
to a child's scooter, but
having a seat (p. 8)

usual something that is common,
or the habit of an individual
(p. 6)

Name _____

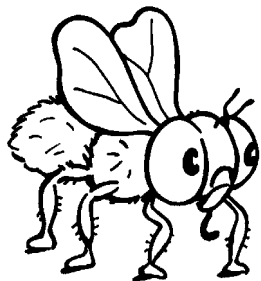
Problem

Solution



INSTRUCTIONS: Have students write sentences describing the problem and solution found in *The Cinnamon Bun Mystery*.

Name _____



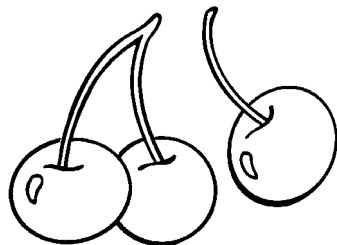
fly



cry



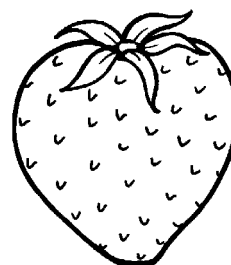
bunny



cherry



fry



strawberry

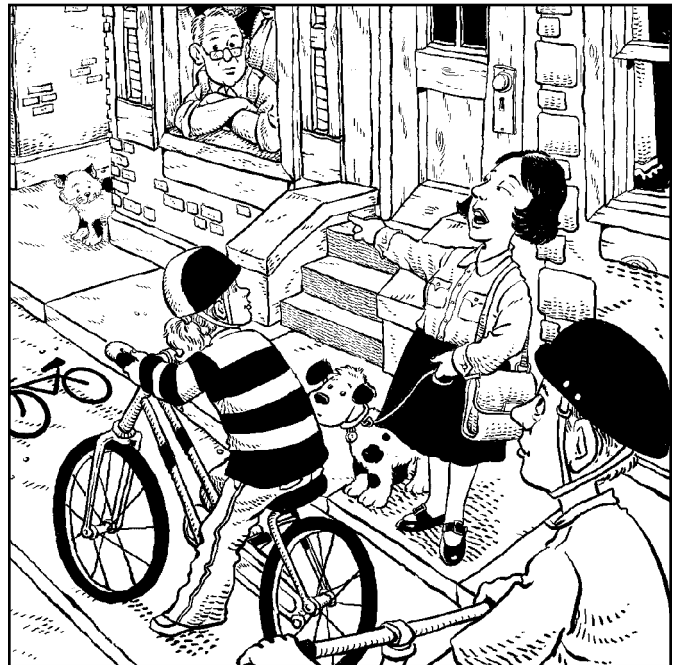
long /i/

long /e/

INSTRUCTIONS: Read the words aloud with students. Then have students say the words again, one at a time. As each word is said aloud, have students listen to the final sound in the word. Have them write the word in the appropriate box. When students have finished writing each word, have them circle the letter that makes the long /e/ or long /i/ vowel sound in the word.

Name _____

1. "Bye, Mom," Erica says as she runs _____ the door.
(in, out)
2. Erica jumps _____ her bike, and they ride to the bakery.
3. "I saw her go _____ the street on a black scooter," says a boy.
(down, under)
4. Soon, they ride _____ a woman on the sidewalk.
(past, below)
5. They park their bikes _____ to it.
(over, next)



INSTRUCTIONS: Have students read each sentence from *The Cinnamon Bun Mystery* and choose the correct position word to complete the sentence.

Garrett Morgan and the Traffic Signal

A Reading A-Z Level J Leveled Reader

Word Count: 232

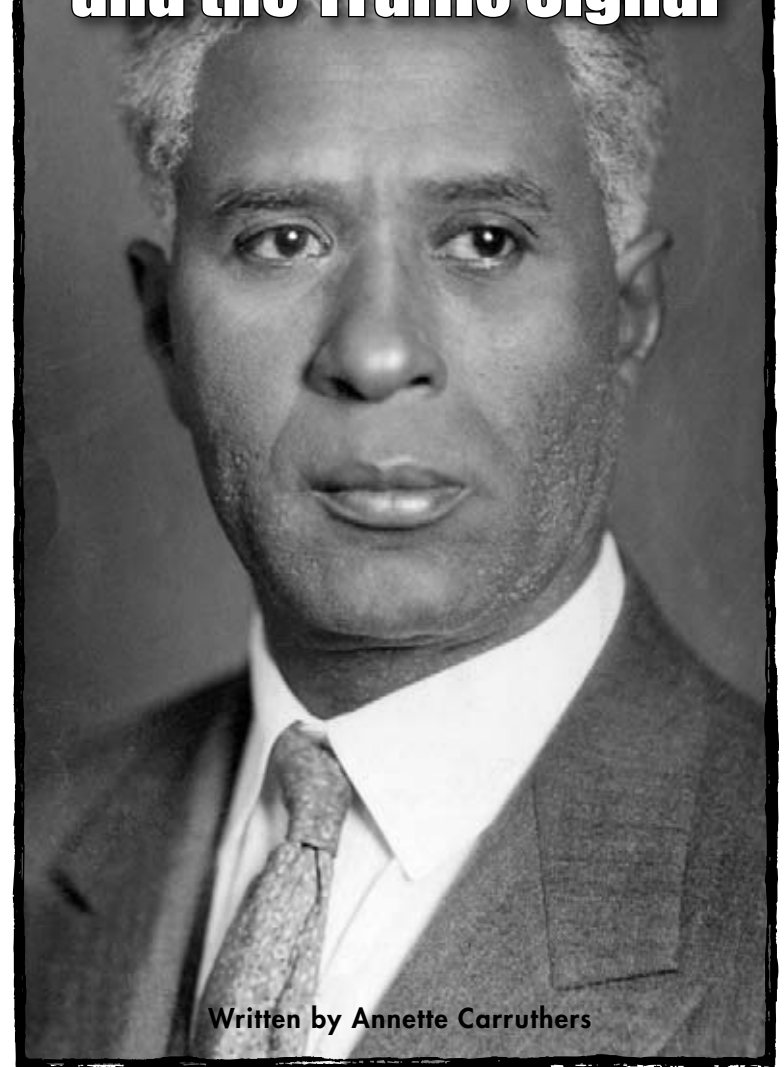



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Garrett Morgan and the Traffic Signal



Written by Annette Carruthers

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Garrett Morgan and the Traffic Signal



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Title page: A crowd looks at new traffic signals in New York City in 1929.

Garrett Morgan and the Traffic Signal
Level J Leveled Reader
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Illustration by Cende Hill

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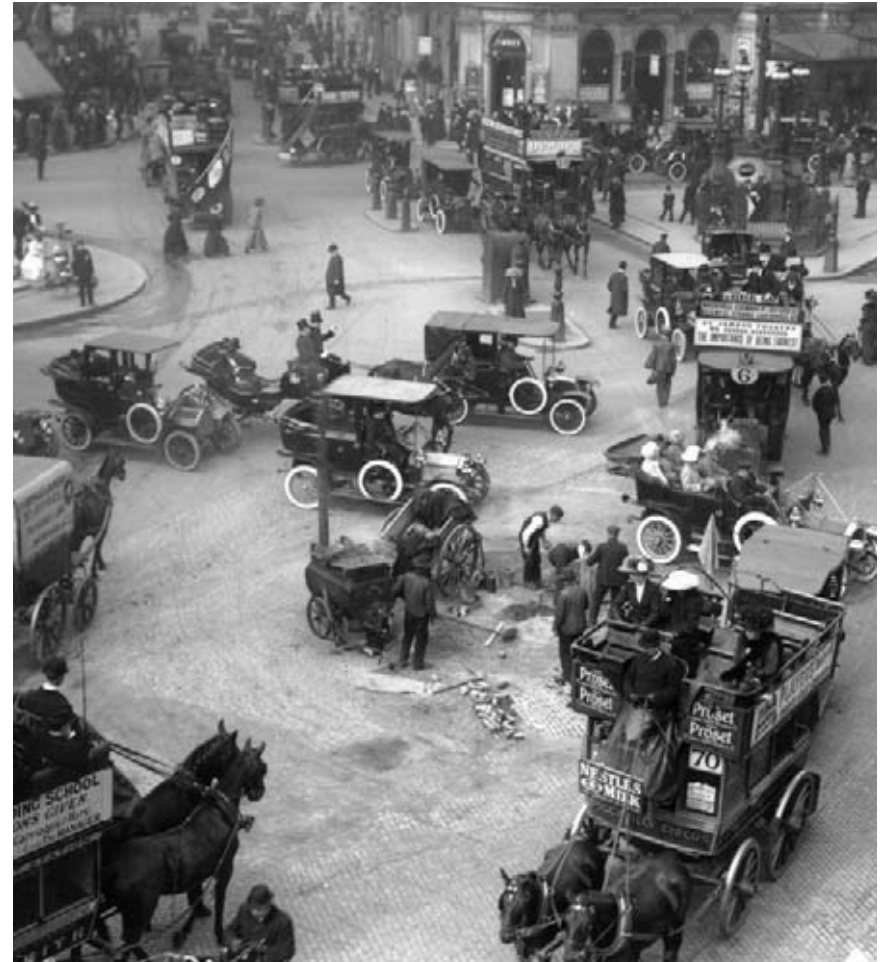
Correlation

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Making a Plan	7
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Glossary	16



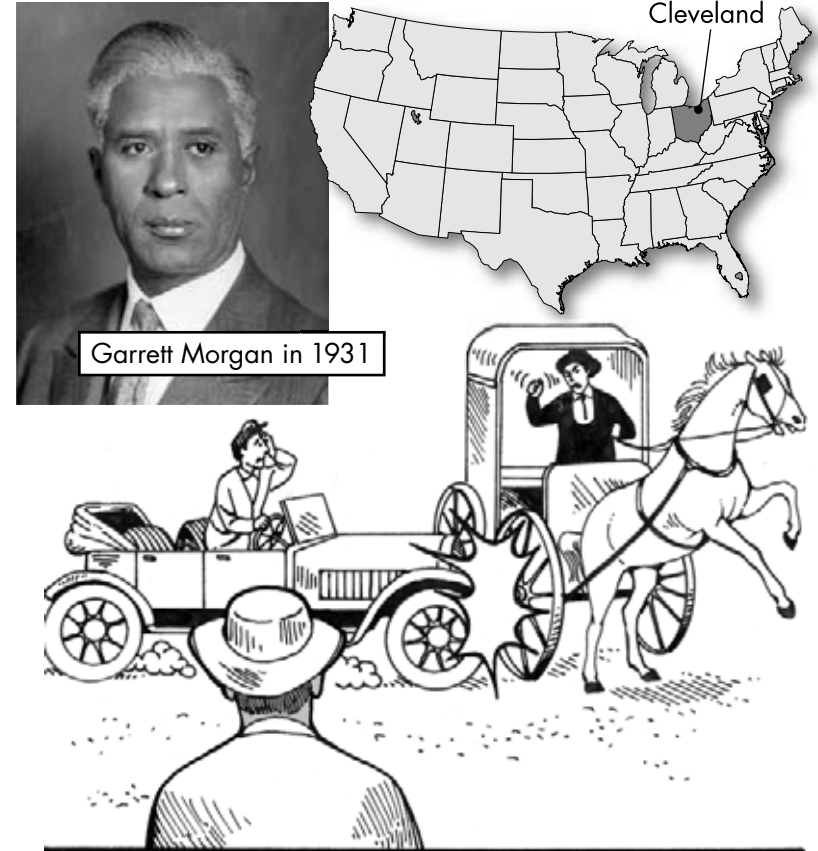
Cars and buggies shared streets in many cities.

Traffic Problems

In the 1920s, the streets were getting very **busy**.
Many things shared the streets.



Cars were on the streets.
Horses and **buggies** were
on the streets.
People and bikes were
on the streets, too.



A man named Garrett Morgan lived
in Cleveland, Ohio.
He saw a car on the street hit
a horse and buggy.
He saw that the streets
were not safe.

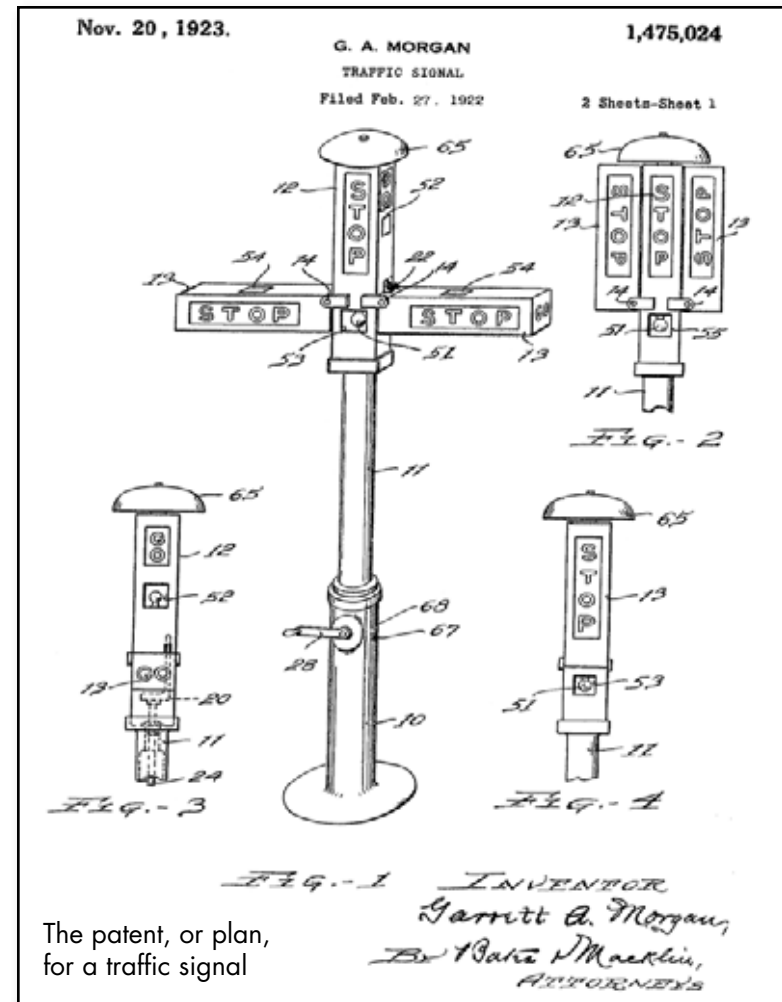


A police officer tries to keep traffic moving.

Making a Plan

Each day more **traffic** was on the streets.

Mr. Morgan knew there would be more traffic **problems**. He thought about how to solve these problems.



Mr. Morgan knew Cleveland needed a way to help the traffic. He thought about how to do this. He made a **plan** for a traffic **signal**.



A museum has one of Cleveland's old traffic signals.

The Traffic Signal

The traffic signal had arms.

The arms went up and down.



Later, traffic signals used lights.

The lights told traffic when to stop
and when to go.



People walk across the street when traffic is stopped by a signal.

Mr. Morgan's traffic signal could also stop all traffic. Then it was safe for people to cross the street.



Euclid Avenue, one of Cleveland's busiest streets

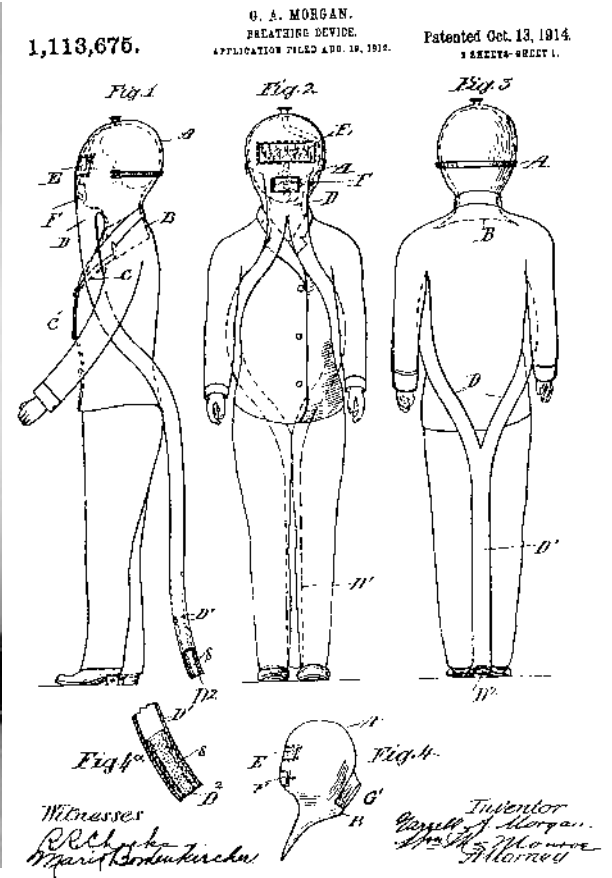
The traffic signal was put on street **corners**. It was easy to make traffic stop and go at corners. Mr. Morgan's plan worked!



Garrett Morgan in 1945

The Man with the Plan

Garrett Morgan made the streets safe for people, cars, and horse buggies.



Garrett Morgan's patent, or plan, for a firefighter's mask

Mr. Morgan also made other things.

He made a mask to help keep firefighters safe.

He also started a newspaper in Cleveland.



Today, city streets are busier than ever.

Mr. Morgan was a problem solver.
He saw a problem.
He looked for a way to solve it.

Glossary

buggies	carts with wheels, pulled by one horse, that can carry a person (p. 5)
busy	with much movement or activity (p. 4)
corners	the places where two streets meet (p. 12)
plan	a way of making or doing something (p. 8)
problems	things that are hard to work out or solve (p. 7)
signal	something that shows or tells when an action should stop or start (p. 8)
traffic	the movement of people or things along a street (p. 7)

Name _____



Garrett Morgan

What He Did	What He Was Like
1.	2.
1.	2.
1.	2.

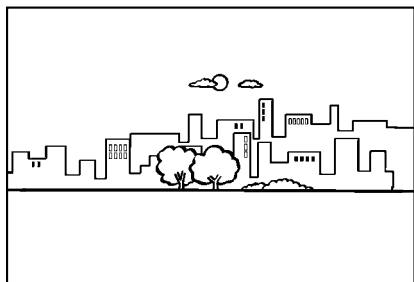
GARRETT MORGAN AND THE TRAFFIC SIGNAL • LEVEL J • 1

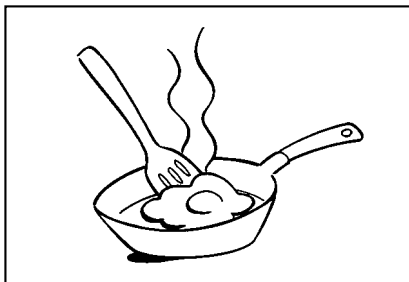
SKILL: ELEMENTS OF A BIOGRAPHY

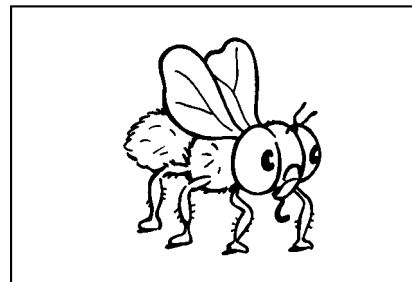
Instructions: Have students identify important actions of Garrett Morgan and write each action under the heading *What He Did*. Then have them describe what type of person he was based on each action and write it under the heading *What He Was Like*.

Name _____

y = long /e/
y = long /i/

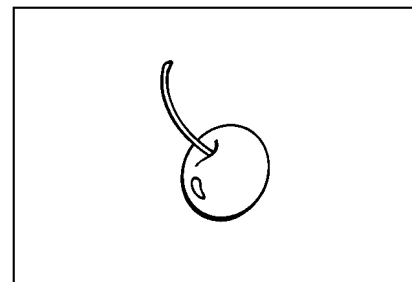








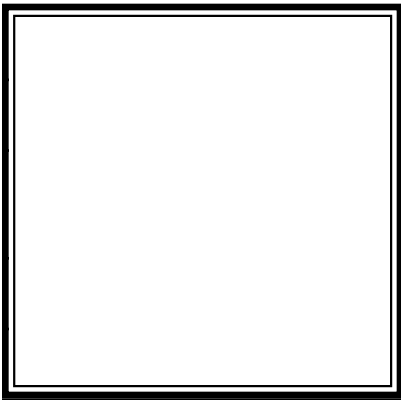




Instructions: Have students say each picture and determine whether the letter y makes the long /e/ vowel sound or the long /i/ vowel sound. Have them write the letter e under the picture if it makes the long /e/ vowel sound, and write the letter i if it makes the long /i/ vowel sound.

Name _____

1. The buggies and cars drove on the streets.
2. The cars went too fast.
3. One car hit a horse and buggy.
4. Garrett Morgan saw the traffic problems.
5. Cleveland needed help with the traffic problem.
6. Garrett Morgan helped people.



Instructions: Have students circle the verb in each sentence. Then have them draw a picture of an action. Have students write a sentence about the picture, including the action word in the sentence.

The Disappearing Moon

A Reading A-Z Level J Leveled Reader

Word Count: 470




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The Disappearing Moon



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Correlation

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The Scared Squirrel 4

The Wise Old Owl 10



The Scared Squirrel

Squirrel was scared.
He could not eat.
He could not sleep.
He could only worry.



"What is the matter, Squirrel?" asked Raccoon. "Why are you so worried?" "Haven't you noticed?" asked Squirrel. "The moon is disappearing. We need to get all the food we can now, before it is too late."



Deer and Raccoon looked up at the moon.

"The moon is not disappearing," said Raccoon.

"Yes, it is," said Squirrel. "It is smaller than it was last night. Just wait. Tomorrow, it will be even smaller."



The next night, the animals looked
at the moon.

"Is the moon really getting smaller?"
asked Deer.

"I don't know," said Raccoon.



But there was no question
a few nights later.

The moon really was smaller.

"Squirrel is right," said Raccoon.

"The moon is disappearing."



"What is this I hear about the moon disappearing?" asked Skunk.

"Look!" Squirrel pointed up at the moon. Only three-quarters of the moon was left now.

"It is disappearing," said Skunk.



The Wise Old Owl

A few nights passed and only half of the moon was left. The animals feared the moon would soon disappear.

After a week their fears came true. The moon disappeared. They all ran to wise old Owl to tell him that the moon had disappeared.

"You're all very silly," said Owl.

"Gather around and I will teach you a lesson about the moon."



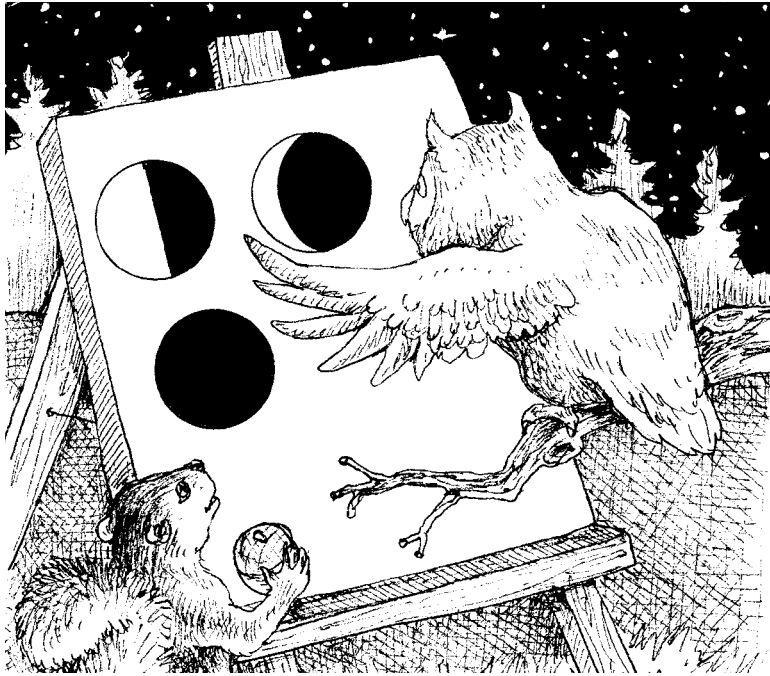
"There are two things you need to know about the moon," said Owl.

"First, the moon does not shine on its own. The sun lights up the moon. Second, the moon does not sit still in the sky. It moves around Earth."



"Oh, yes," said Owl. "There is one more thing you need to know. The moon is like a ball."

"The sun can only light up one side of the moon. So when the moon moves around Earth, you see only the part of the side that the sun lights up."



Owl went on to say that sometimes you only see half of the lighted side. "This is called a half moon," he said. "At other times you see all of the lighted side. This is called a full moon." "And sometimes you do not see the lighted side at all. You see the dark side. This is called the new moon."

"But don't worry. The moon did not disappear," said Owl. "Soon after a new moon, you will see a small part of the lighted side come back."



The other animals began to feel better after listening to Owl talk.



A few nights after Owl's lesson,
the animals were out playing.
Squirrel looked up and saw a small
sliver of the moon.

"Owl was right," Squirrel yelled.
"The moon is coming back!"



The moon grew bigger each night.
Soon there was a full moon again.
The animals had a full moon party!

Name _____

Cause	Effect
	The animals thought the moon was disappearing.

THE DISAPPEARING MOON • LEVEL J • 1

Cause	Effect
	The animals saw only part of the moon.

Cause	Effect
	The animals felt better.

SKILL: CAUSE AND EFFECT

INSTRUCTIONS: Read each effect with students. Have them draw or write their causes in the left boxes.

Name _____

1. Is the moon disappearing? asked Skunk.

2. I feel better now that we talked to Owl, said Deer.

3. We will go to see wise old Owl, said Skunk.

4. Let's have a full moon party, said Squirrel.

INSTRUCTIONS: Have students read the sentences and add quotation marks. Have them circle the name of the character speaking in each sentence. Then have students write a sentence using quotation marks on the lines at the bottom of the page.

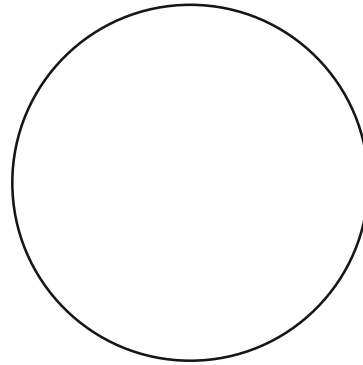
Name _____



The Moon

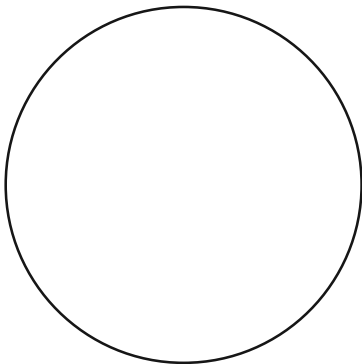
By _____

1



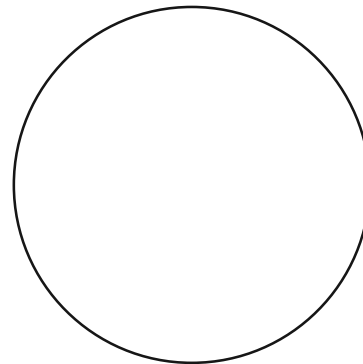
new moon

2



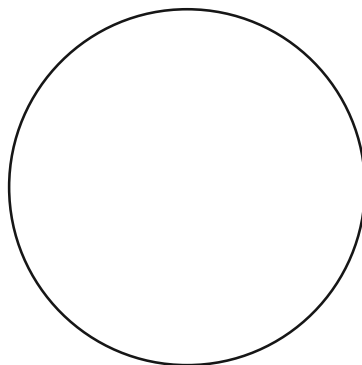
crescent moon

3



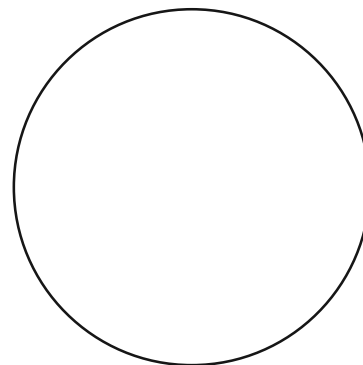
half moon

4



three-quarter moon

5



full moon

INSTRUCTIONS: Read each moon phase with students. Have them color the moon in each box to match the phase listed. Then have students cut apart the pages and staple them together in order.

The Thanksgiving the Jacks Built

A Reading A-Z Level J Leveled Reader

Word Count: 404



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The Thanksgiving the Jacks Built



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Reading Recovery	16
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This is the Thanksgiving the Jacks built.



This is the family that ate
the Thanksgiving the Jacks built.



This is the turkey all stuffed and fat
that fed the family that ate
the Thanksgiving the Jacks built.



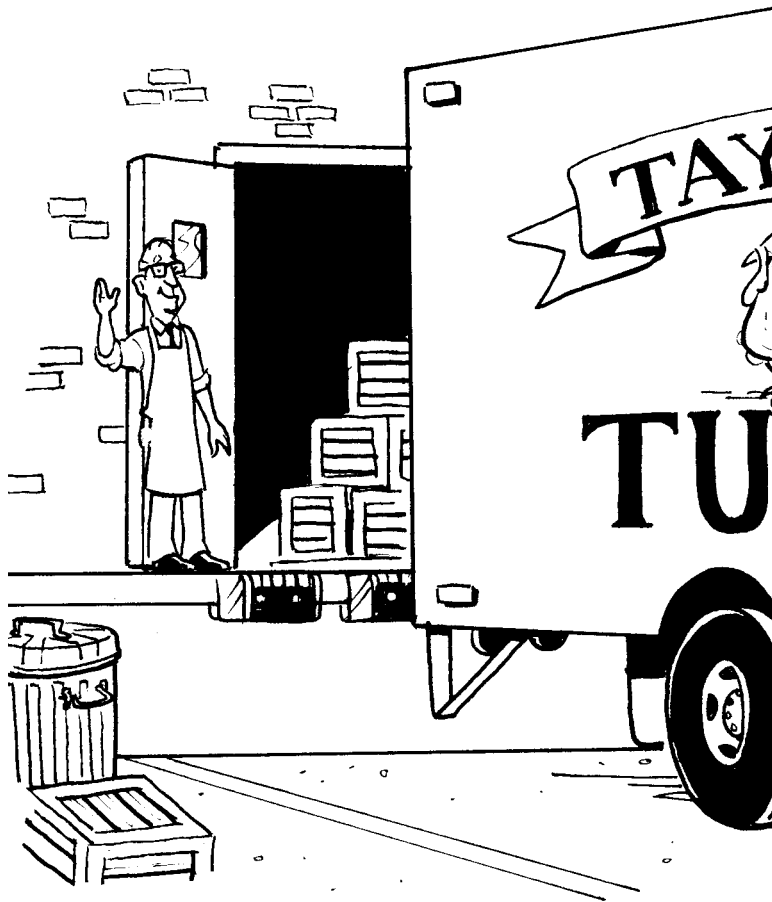
This is the mother whose name is Pat
who cooked the turkey all stuffed and fat
that fed the family that ate
the Thanksgiving the Jacks built.



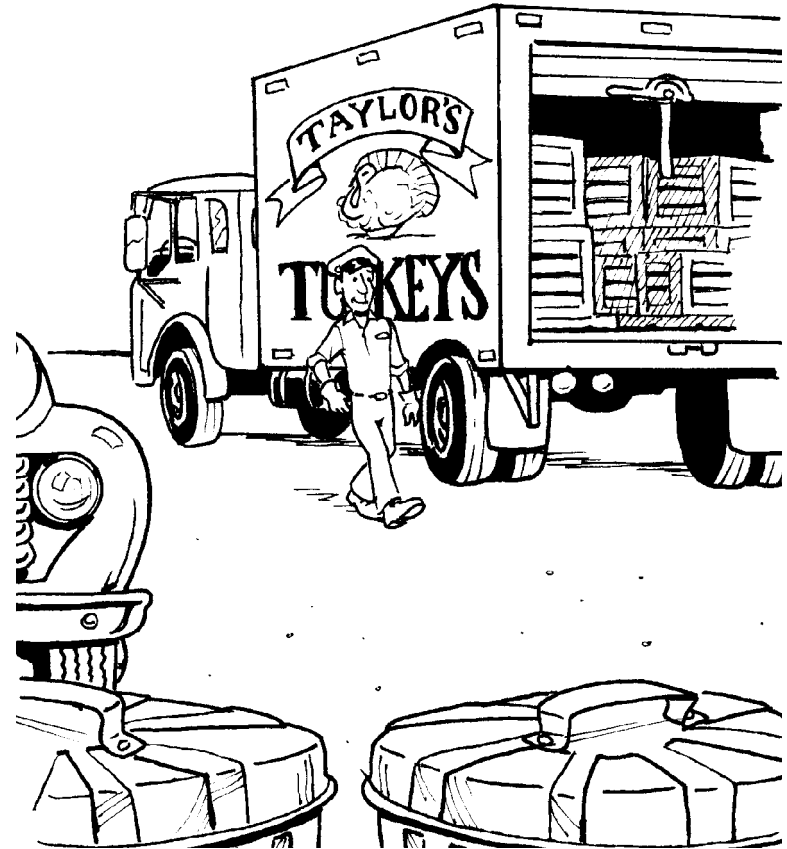
This is the father in a chef's hat
 who helped the mother
 whose name is Pat,
 who cooked the turkey
 all stuffed and fat
 that fed the family that ate the
 Thanksgiving the Jacks built.



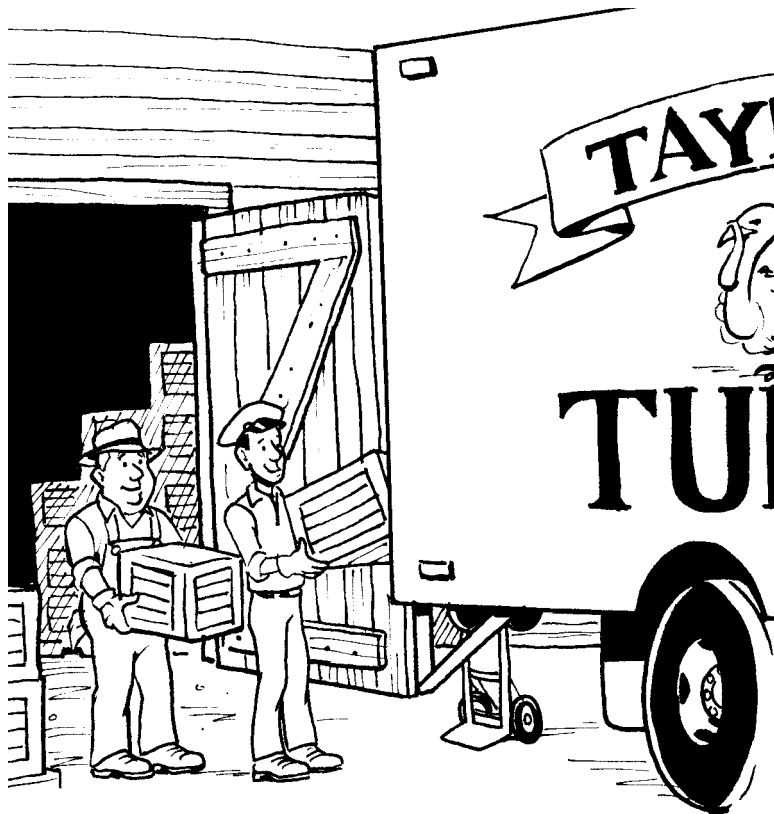
This is the grocer who lives in the town
 who waited on Father in a chef's hat
 who helped the mother
 whose name is Pat
 who cooked the turkey
 all stuffed and fat
 that fed the family that ate the
 Thanksgiving the Jacks built.



This is the truck with tires worn down
that supplied the grocer
who lives in the town
who waited on Father in a chef's hat



who helped the mother
whose name is Pat
who cooked the turkey
all stuffed and fat
that fed the family that ate the
Thanksgiving the Jacks built.



This is the farmer
all smiles and no frown
who loaded the truck
with tires worn down
that supplied the grocer
who lives in the town
who waited on Father in a chef's hat



who helped the mother
whose name is Pat
who cooked the turkey
all stuffed and fat
that fed the family that ate the
Thanksgiving the Jacks built.



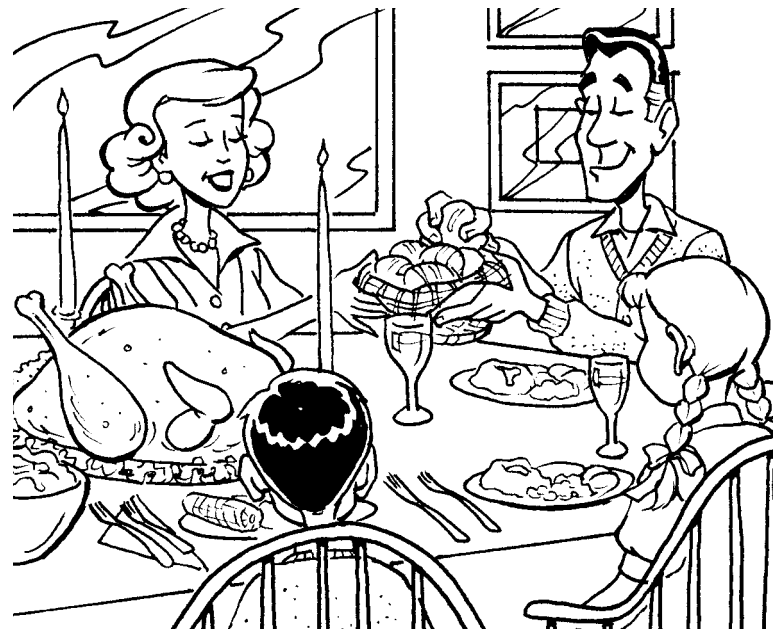
This is the boy
with scratched up knees
who watched the farmer
all smiles and no frown
who loaded the truck
with tires worn down
that supplied the grocer
who lives in the town



who waited on Father in a chef's hat
who helped the mother
whose name is Pat
who cooked the turkey
all stuffed and fat
that fed the family that ate the
Thanksgiving the Jacks built.



This is the dog as proud as you please
that followed the boy
with the scratched up knees
who watched the farmer
all smiles and no frown
who loaded the truck
with tires worn down



that supplied the grocer
who lives in the town
who waited on Father in a chef's hat
who helped the mother
whose name is Pat
who cooked the turkey
all stuffed and fat
that fed the family that ate
the Thanksgiving the Jacks built.

Name _____

The Thanksgiving the Jacks Built	The Thanksgiving the Other Jacks Built

THE THANKSGIVING THE JACKS BUILT/THE THANKSGIVING THE OTHER JACKS BUILT • LEVEL J • 1

SKILL: VISUALIZE

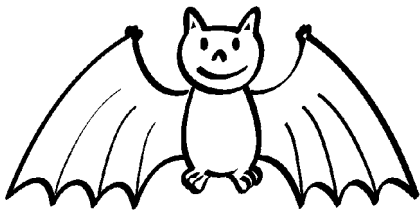
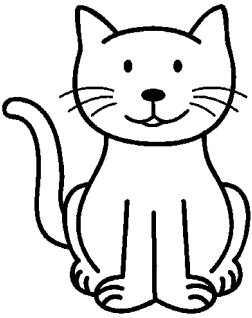
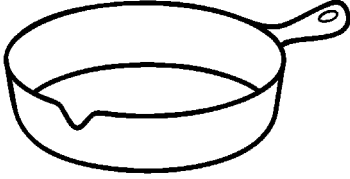
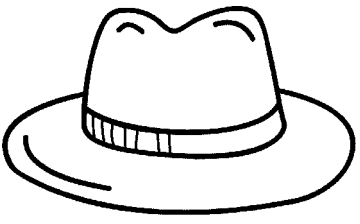
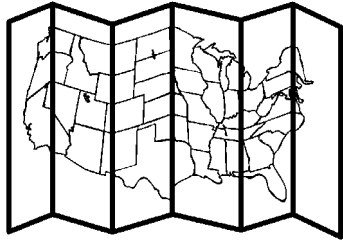
INSTRUCTIONS: Have students draw what they visualized as they read each book. Discuss the differences in word meanings based on setting.

Name _____

Pat

--	--	--

at at at

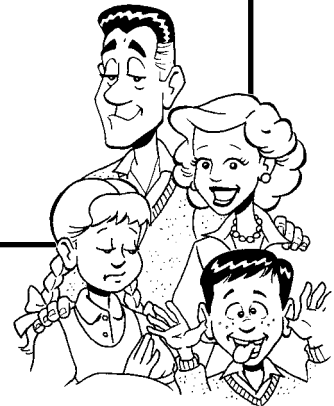
		
		

INSTRUCTIONS: Have students cut out each picture. Have them decide which words rhyme with *Pat* and paste the pictures in the chart. Then have the students complete the word that names each picture that rhymes with *Pat*.

Name _____



1. The mother baked the bread.
2. The father helped the mother.
3. The whole family washed the dishes.
4. The grocer packed the box.
5. The farmer pushed the cart.
6. The girl watched the farmer work.
7. The boy jumped on the bed.

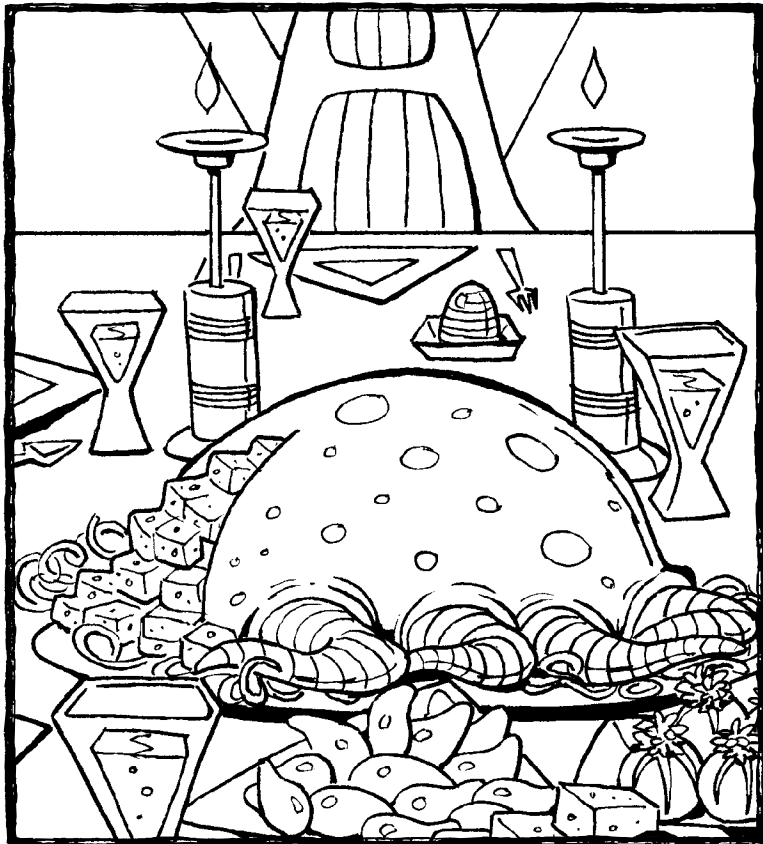


INSTRUCTIONS: Have students underline the past-tense verb in each sentence. Have them choose one past-tense verb and use it in a sentence about the story.

The Thanksgiving the Other Jacks Built

A Reading A-Z Level J Leveled Reader

Word Count: 404




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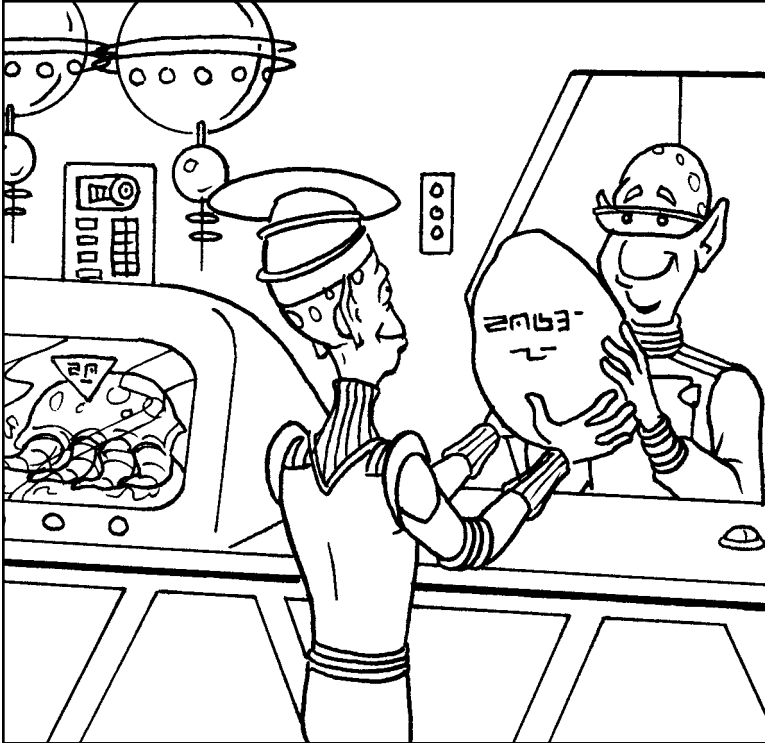
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This is the Thanksgiving the Jacks built.



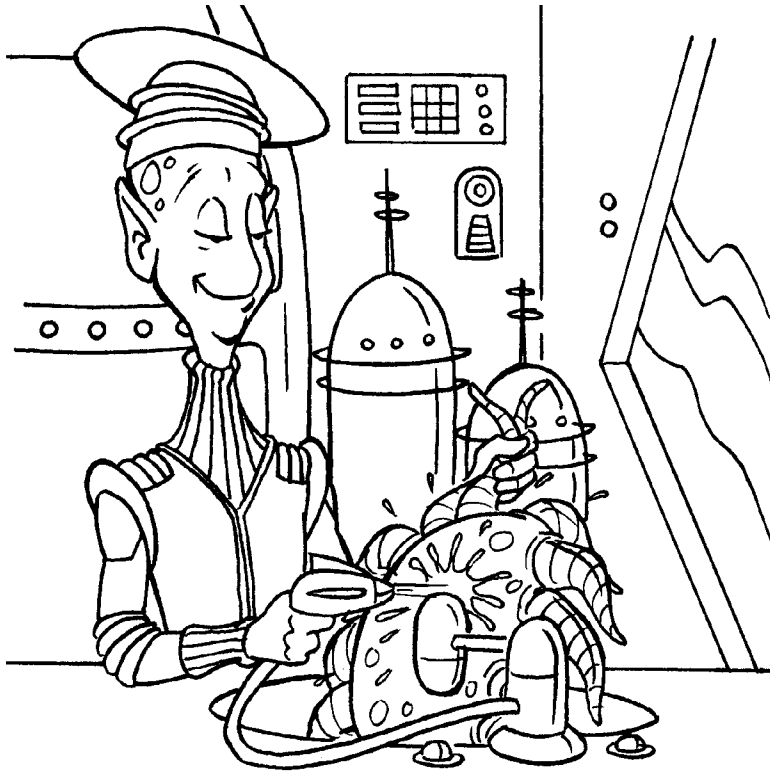
This is the family that ate
the Thanksgiving the Jacks built.



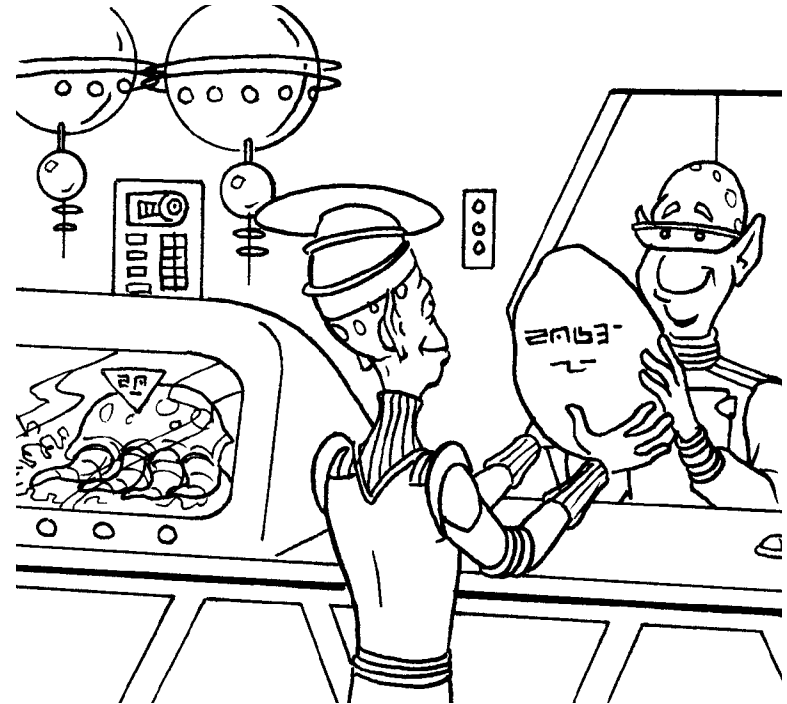
This is the turkey all stuffed and fat
that fed the family that ate
the Thanksgiving the Jacks built.



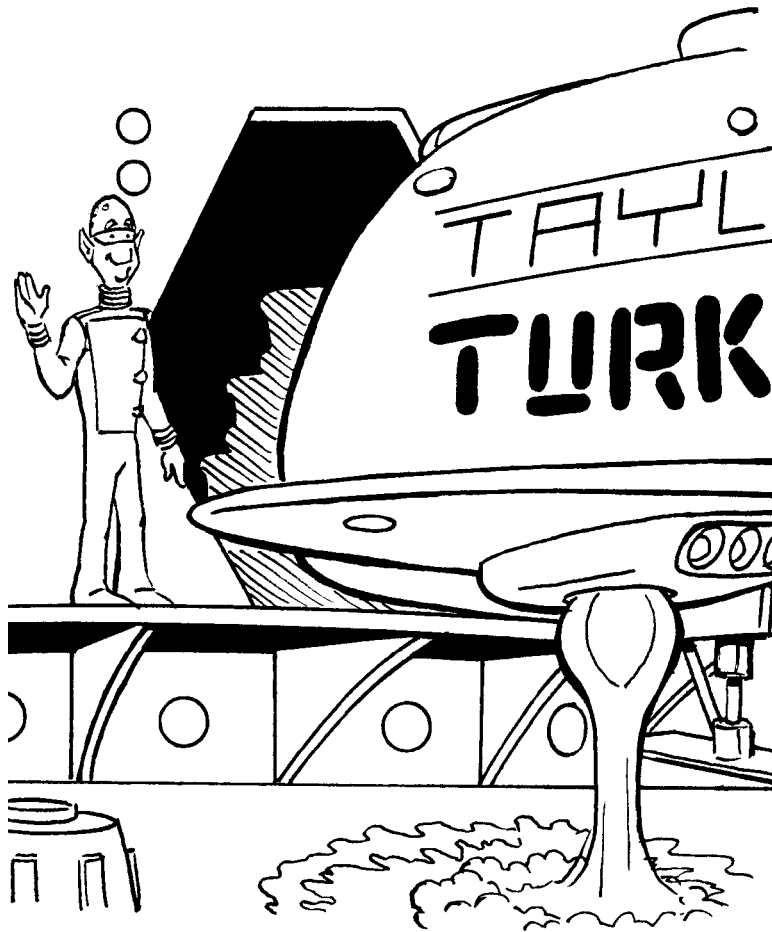
This is the mother whose name is Pat
who cooked the turkey all stuffed and fat
that fed the family that ate
the Thanksgiving the Jacks built.



This is the father in a chef's hat
 who helped the mother
 whose name is Pat,
 who cooked the turkey
 all stuffed and fat
 that fed the family that ate the
 Thanksgiving the Jacks built.



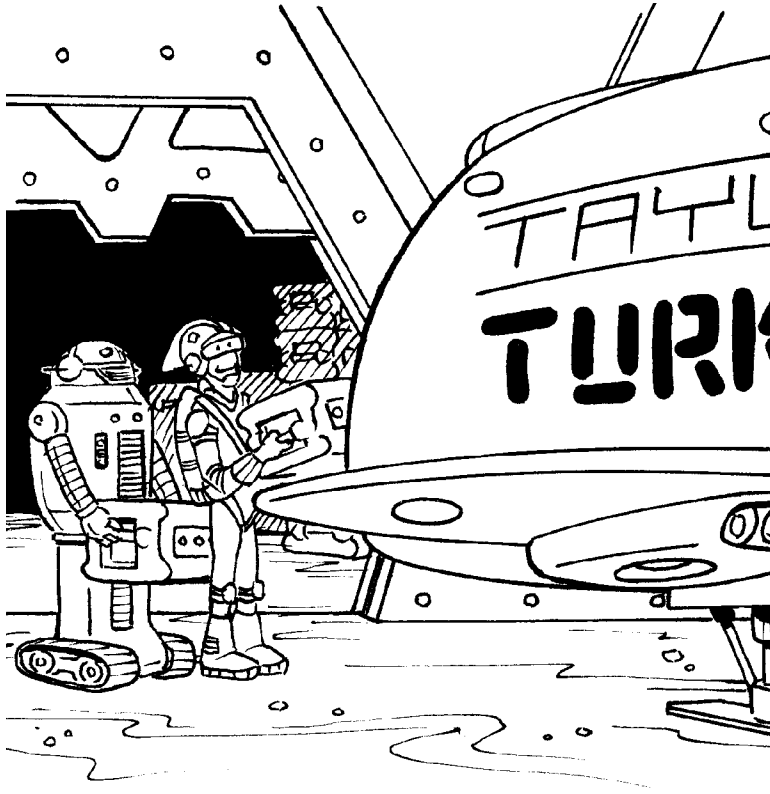
This is the grocer who lives in the town
 who waited on Father in a chef's hat
 who helped the mother
 whose name is Pat
 who cooked the turkey
 all stuffed and fat
 that fed the family that ate the
 Thanksgiving the Jacks built.



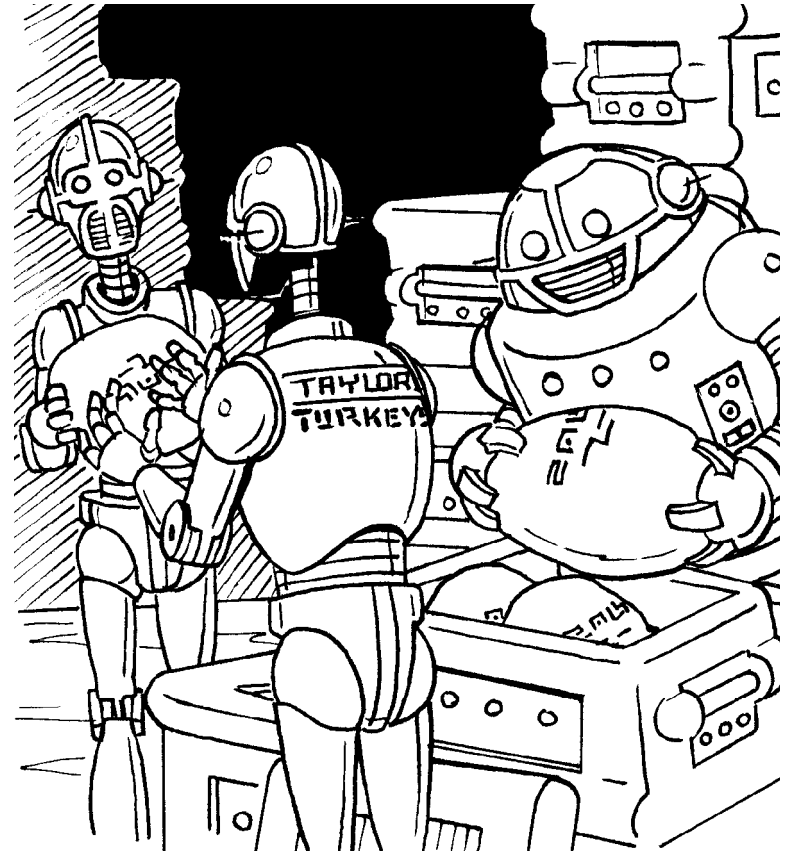
This is the truck with tires worn down
that supplied the grocer
who lives in the town
who waited on Father in a chef's hat



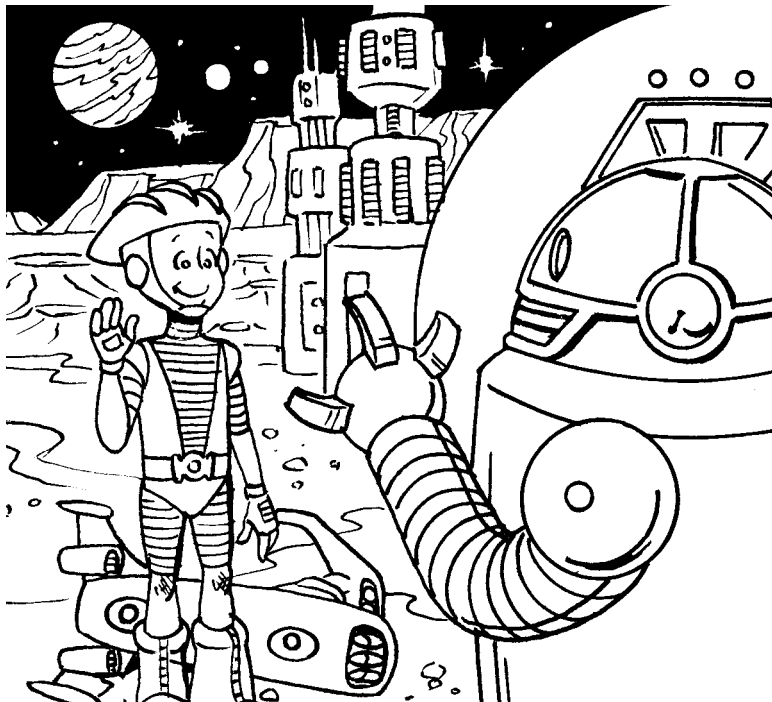
who helped the mother
whose name is Pat
who cooked the turkey
all stuffed and fat
that fed the family that ate the
Thanksgiving the Jacks built.



This is the farmer
all smiles and no frown
who loaded the truck
with tires worn down
that supplied the grocer
who lives in the town
who waited on Father in a chef's hat



who helped the mother
whose name is Pat
who cooked the turkey
all stuffed and fat
that fed the family that ate the
Thanksgiving the Jacks built.



This is the boy
with scratched up knees
who watched the farmer
all smiles and no frown
who loaded the truck
with tires worn down
that supplied the grocer
who lives in the town



who waited on Father in a chef's hat
who helped the mother
whose name is Pat
who cooked the turkey
all stuffed and fat
that fed the family that ate the
Thanksgiving the Jacks built.



This is the dog as proud as you please
 that followed the boy
 with the scratched up knees
 who watched the farmer
 all smiles and no frown
 who loaded the truck
 with tires worn down



that supplied the grocer
 who lives in the town
 who waited on Father in a chef's hat
 who helped the mother
 whose name is Pat
 who cooked the turkey
 all stuffed and fat
 that fed the family that ate
 the Thanksgiving the Jacks built.

Name _____

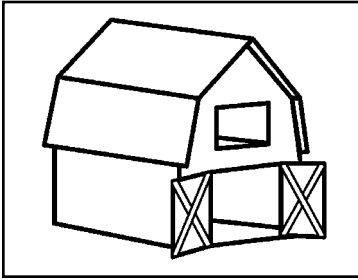
Why?				
Opinion				
Fact				
	1	2	3	4

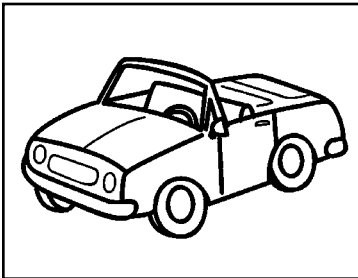
WHAT PET SHOULD YOU GET? • LEVEL J • 1

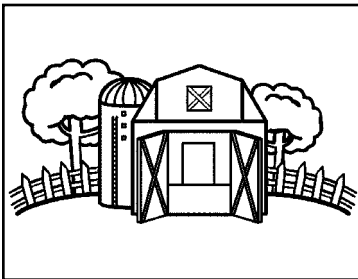
SKILL: FACT AND OPINION

INSTRUCTIONS: Write one fact or opinion from the book in each row (1–4). Explain your thinking in the “Why?” box.

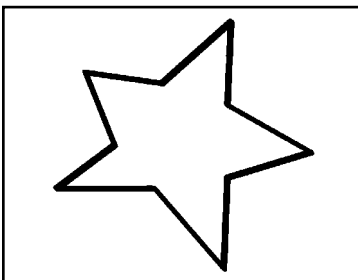
Name _____











WHAT PET SHOULD YOU GET? • LEVEL J • 2

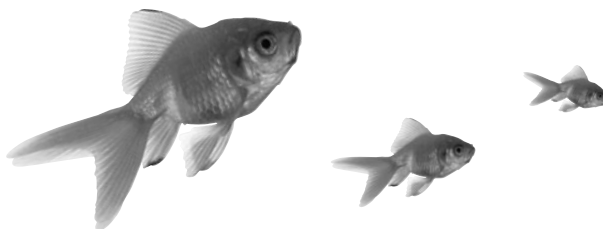
SKILL: R-CONTROLLED AR

INSTRUCTIONS: Identify the name of each picture with students. Have them write the name of each picture on the line next to the picture.

Name _____



1. My dog has brown fur.
2. Fish have _____ skin.
3. Some fish live in _____ water.
4. It doesn't cost much for _____ food.
5. Lizards must be fed _____ crickets.
6. It is not fun to clean a _____
parrot cage.
7. Parrots are very _____ birds.
8. Dogs make _____ playmates.
9. The cat jumped up the _____ tree.
10. The hamster made a _____ noise.



INSTRUCTIONS: Read each sentence with students. Have them identify a describing word (adjective) to complete each sentence and write it on the line. Then have students circle the word in the sentence that the adjective describes. The first one is done for you.

Name _____



happy

unkind

cold

dirty

mean

beautiful

pretty

dull

boring

glad

messy

icy



INSTRUCTIONS: Read the words together as a group. Have students draw lines to connect the synonyms.

What Pet Should You Get?

A Reading A-Z Level J Leveled Reader

Word Count: 451



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What Pet Should You Get?



Written by Kate Page

www.readinga-z.com

What Pet Should You Get?



Written by Kate Page

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Introduction

Almost every kid has wanted to have a pet.

Pets can make good friends.

But how do you **decide** which kind of pet to get?



Here are some kids who have some **opinions** about pets. Read what they have to say. Then decide what kind of pet you would like to have.



Dogs as Pets

Every kid should own a dog.
A dog comes when you call it.
You know it likes you
because it wags its tail.
Dogs like to play chase with you.
Some dogs will even play catch!
Get a dog for a great **playmate**!



Dogs as Pets

Dogs are hard pets to keep.
They need lots of space to run.
What if you don't have a yard?
You have to take them
on walks even if it is cold.
The worst thing is that you have
to clean up after them.
Yuck, who wants a dog?



Lizards as Pets

Lizards make the coolest pets.
They don't bark or meow.
You don't have to take them for walks.
They are easy to hold and to pet.
It doesn't cost much for lizard food.
So, go get a lizard!



Lizards as Pets

It is mean to keep lizards as pets.
 Some have to stay in one tiny box
 their whole life.
 Some of them eat live crickets.
 Plus, it feels really **weird** to pet them.
 Never, ever, get a lizard!



Fish as Pets

Fish make awesome pets.
 They come in such pretty colors.
 It is fun to watch them
 swim back and forth.
 It is fun to watch their funny mouths.
 They only need to be fed once a day.
 Fish make fun and easy pets to keep.



Fish as Pets

Fish should be left in the
oceans and rivers.
Fish don't come when you call them.
They can't do any tricks.
And worse than that,
fish don't like to be touched.
Fish win the most **boring** pet award.



Parrots as Pets

One of the best pets
to own is a parrot.
Parrots are very beautiful birds.
They often do not need a **cage**.
I love it when my parrot says "hello."
Some parrots even whistle.
Get a parrot and teach it to talk.



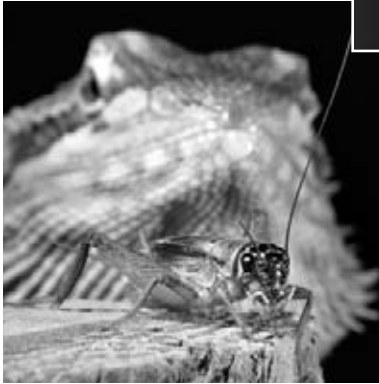
Parrots as Pets

Parrots are really messy pets.
They spill seeds and fruit all over.
They are not the best drinkers.
They get water on the floor.
Their feathers can even fall out.
Don't get a parrot unless you
like cleaning!



Conclusion

There are good things and
bad things about each pet.
You have to decide whether
the good things are great.
You have to decide whether
the bad things are okay for you.



You also have to do **research** to see whether your house is good for a pet.

Don't get a pet unless you have thought hard about it. But, the right pet can be your best friend!

Glossary

boring	not interesting (p. 11)
cage	an object made of bars or wire in which animals are kept (p. 12)
decide	to make a choice (p. 4)
playmate	someone to play with (p. 6)
opinions	beliefs based on feelings (p. 5)
research	careful study to find facts about a subject (p. 15)
weird	strange or odd (p. 9)

Index

dogs, 6, 7
 fish, 10, 11
 lizards, 8, 9
 parrots, 12, 13

Whose Tracks Are These?

A Reading A-Z Level J Leveled Reader

Word Count: 335




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Whose Tracks Are These?



Written by Kira Freed • Illustrations by Cende Hill

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Whose Tracks Are These?



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Illustrations by Cende Hill

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Front cover: Dog tracks in sand

Back cover: Jerusalem cricket tracks in sand

Title page: Fox tracks in snow

Table of Contents: caribou tracks in snow

Whose Tracks Are These?
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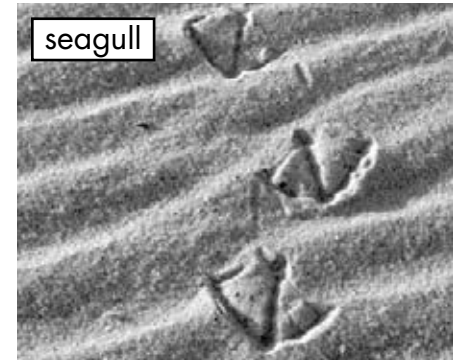
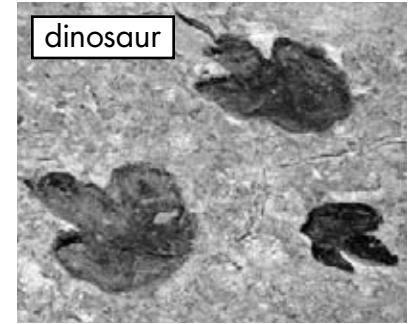
Correlation

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Animal Visitors

How do we know whether
an animal has visited a place?
One way we know is because it may
leave tracks, or marks in the soil.
Tracks show where the animal's
body has touched the ground.
Let's find out who has visited us today!



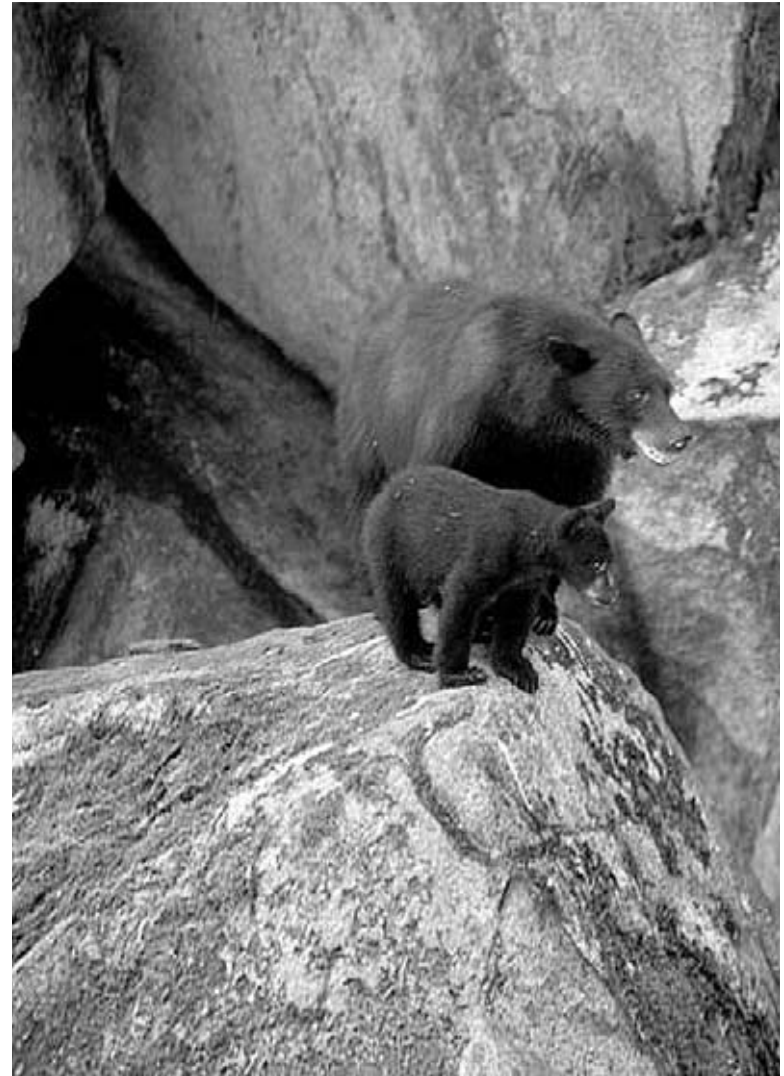
Large Animals

A large animal that likes honey made these tracks.

This animal is a good climber.

It has strong **claws** for digging up plants, and it eats animals, too.

Can you guess who it is?



A black bear made these tracks.
Black bears sleep all winter and wake up hungry in the spring.



A large animal with **hooves** made these tracks.

This animal can eat ten pounds of leaves, bark, and twigs each day.
Can you guess who it is?



A deer made these tracks.

Male deer grow **antlers** in the spring and **shed** them in late winter.
Baby deer have spots that disappear when they grow up.



A large, strong cat made these tracks.
This hunter runs fast and jumps far.
It eats other animals, such as deer,
birds, and rabbits.
Can you guess who it is?



A mountain lion made these tracks.
Adult mountain lions live alone
most of the time.
Babies must learn to hunt before
they can leave their mothers.



Small Animals

A smart bird made these tracks.
It has a **curved** beak and sharp claws.
It hunts at night and eats many kinds
of animals.
Can you guess who it is?



An owl made these tracks.
It has large yellow eyes
and can see well in the dark.
It makes a noise called a hoot.



A small animal made these tracks.

Its tail made the line between
the **footprints**.

This animal must run very fast
to escape being eaten.

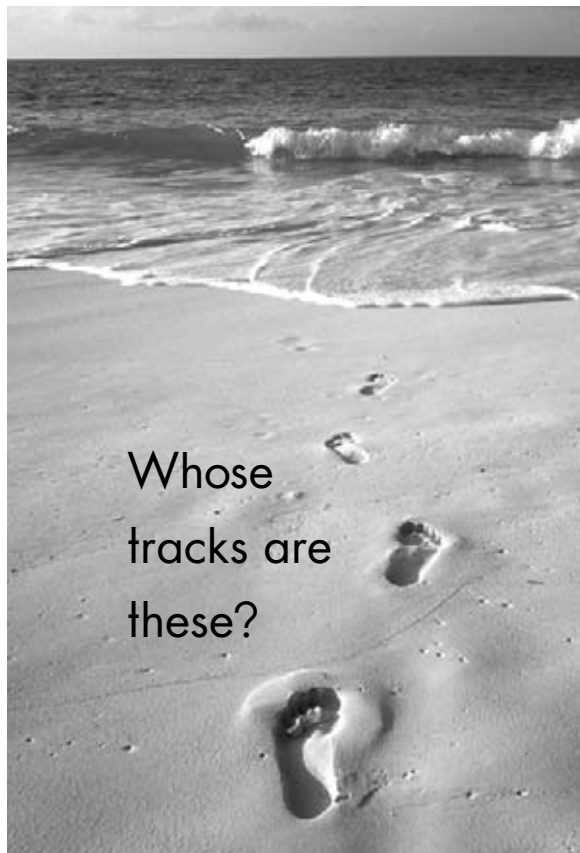
Can you guess who it is?



A mouse made these tracks.

Mice are food for owls, snakes,
and other animals.

But this one got away!



Whose
tracks are
these?

Many Kinds of Tracks

Each kind of animal has its
own special tracks.

Look for tracks when you are in nature.
Have fun finding out who has been
visiting!



Glossary

antlers

horn-like growths on the
head of deer and some
other large animals (p. 8)

claws

sharp nails on the end of
an animal's fingers or toes
(p. 5)

curved

not straight (p. 11)

footprints

a mark made by a foot on
the ground (p. 13)

hooves

the hard part of the feet
of many animals related to
horses and deer (p. 7)

shed

to lose (p. 8)

Index

black bear, 5, 6

mouse, 13, 14

deer, 7, 8

owl, 11, 12

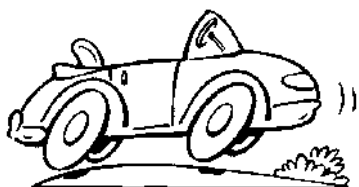
mountain lion, 9, 10

Name _____

What I Visualized + Story Clues = Conclusion

INSTRUCTIONS: Have students use what they visualized while reading and clues from the text to draw conclusions about the animals in the book. Have them write what they visualized, story clues, and their conclusions in the boxes.

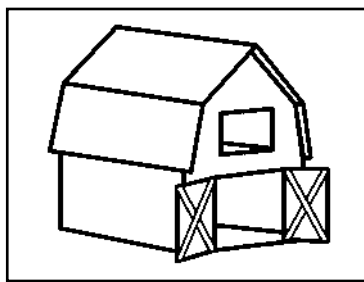
Name _____



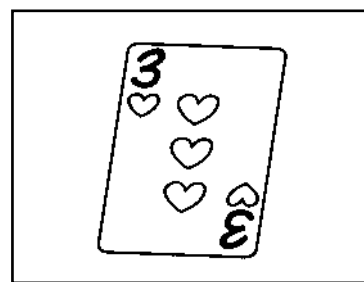
car



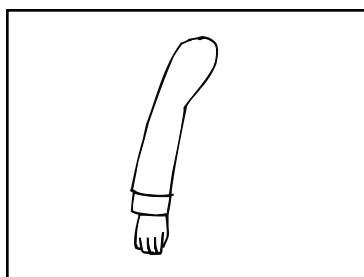
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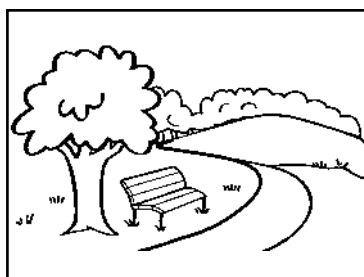
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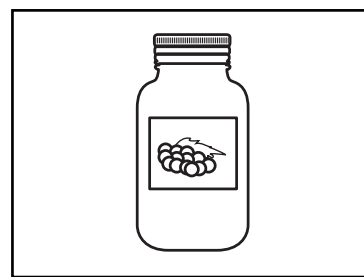
c d



m



p k



j

INSTRUCTIONS: Have students write the correct letters in the blanks to complete the words.

Name _____

1. The black bear likes to eat honey plants and animals.
2. Male deer have hooves antlers and fur.
3. A mountain lion can run jump and hunt.
4. Owls have sharp beaks yellow eyes and large wings.
5. Owls snakes and other animals eat mice.

WHOSE TRACKS ARE THESE? • LEVEL J • 3



bears deer
lions



SKILL: SERIAL COMMAS

INSTRUCTIONS: Have students add commas to the sentences above. Then have them write a sentence using commas and including the words listed in the box.

Being Bilingual

A Reading A-Z Level J Leveled Reader

Word Count: 319




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Being Bilingual

English Spanish Guarani
French Quechua
Cherokee Navajo Nahuatl

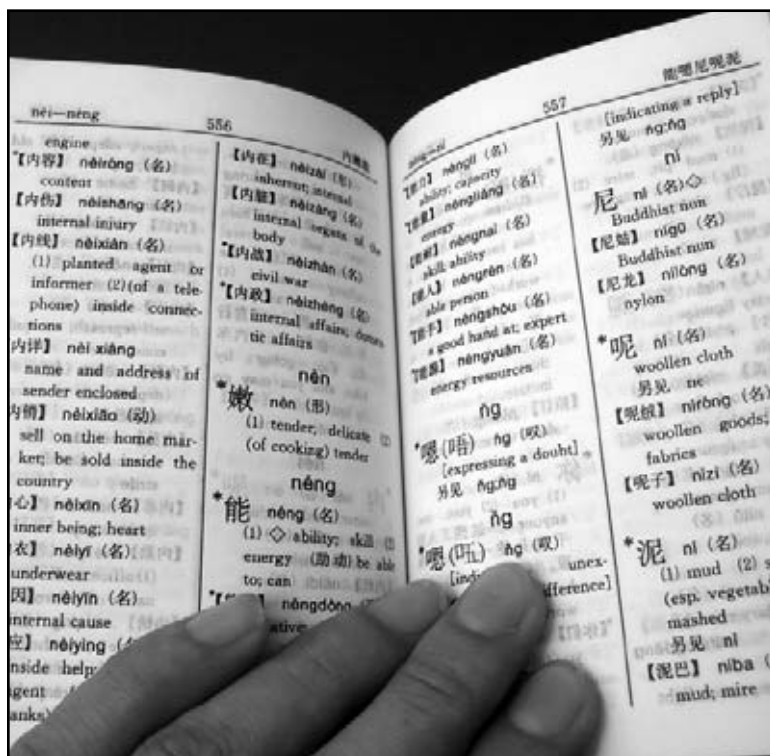
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Pronunciation guide

bilingual (bye-LIN-gwal)

Hispanic (his-PAN-ik)

Navajo (NAV-eh-ho)

Nahuatl (NAH-wat-l)

Guarani (gwa-rah-NEE)

Quechua (KECH-wa)

Paraguay (PAR-ah-gway)

Quebec (kwi-BEK)

Being Bilingual

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A person who speaks English and American Sign Language is bilingual.

Introduction

What **language** do you speak?

Do you speak one language
or more than one?

People who speak two languages
are **bilingual**.



French and English

My name is Andre.

I live in Quebec, Canada.

I speak two languages.

I speak French and English.

My teachers use French and English in many classes, such as reading and social studies.



Spanish and English

My name is Manuel.

I live in New York.

I am Hispanic, and I speak two languages.

I speak Spanish and English.



My grandparents moved to
New York City from Spain.
My grandfather taught me to sing
Spanish songs and play guitar.



Cherokee and English

My name is Waya,
and I am Cherokee.
Waya means "wolf"
in the Cherokee language.
I speak two languages.
I speak Cherokee and English.



The Cherokees are a Native American **tribe**. At home, my family reads the *Cherokee Phoenix newspaper*. It is written in English and in Cherokee.



Navajo and English

My name is Doli, and I am Navajo. Doli means "bluebird" in Navajo. I speak two languages. I speak English and Navajo. My grandfather used the Navajo language to keep U.S. secrets safe during World War II.



Nahuatl and Spanish

My name is Nelli.

Nelli means "truth" in Nahuatl,
the language of the **Aztecs**.

I speak two languages.

I speak Nahuatl and Spanish.

Chocolate was first made by
the Aztecs in Mexico.

Chocolate is a Nahuatl word.



Guarani and Spanish

My name is Itati.

I live in Paraguay.

Itati means "white stone" in Guarani.

I speak two languages.

I speak Guarani and Spanish.



Members of the Guarani tribe play music and sing songs.

Guarani is a Native American language.

It is spoken by most of the people of Paraguay.

Over seven million people in the world speak Guarani.



Quechua and Spanish

My name is Inti, which means “sun” in Quechua.

I speak two languages.

I speak Quechua and Spanish.

Quechua is the language the **Incas** spoke.

My mother, grandmother, and I speak Quechua as we **weave**.



Andre



Manuel



Waya



Doli



Nelli



Itati



Inti

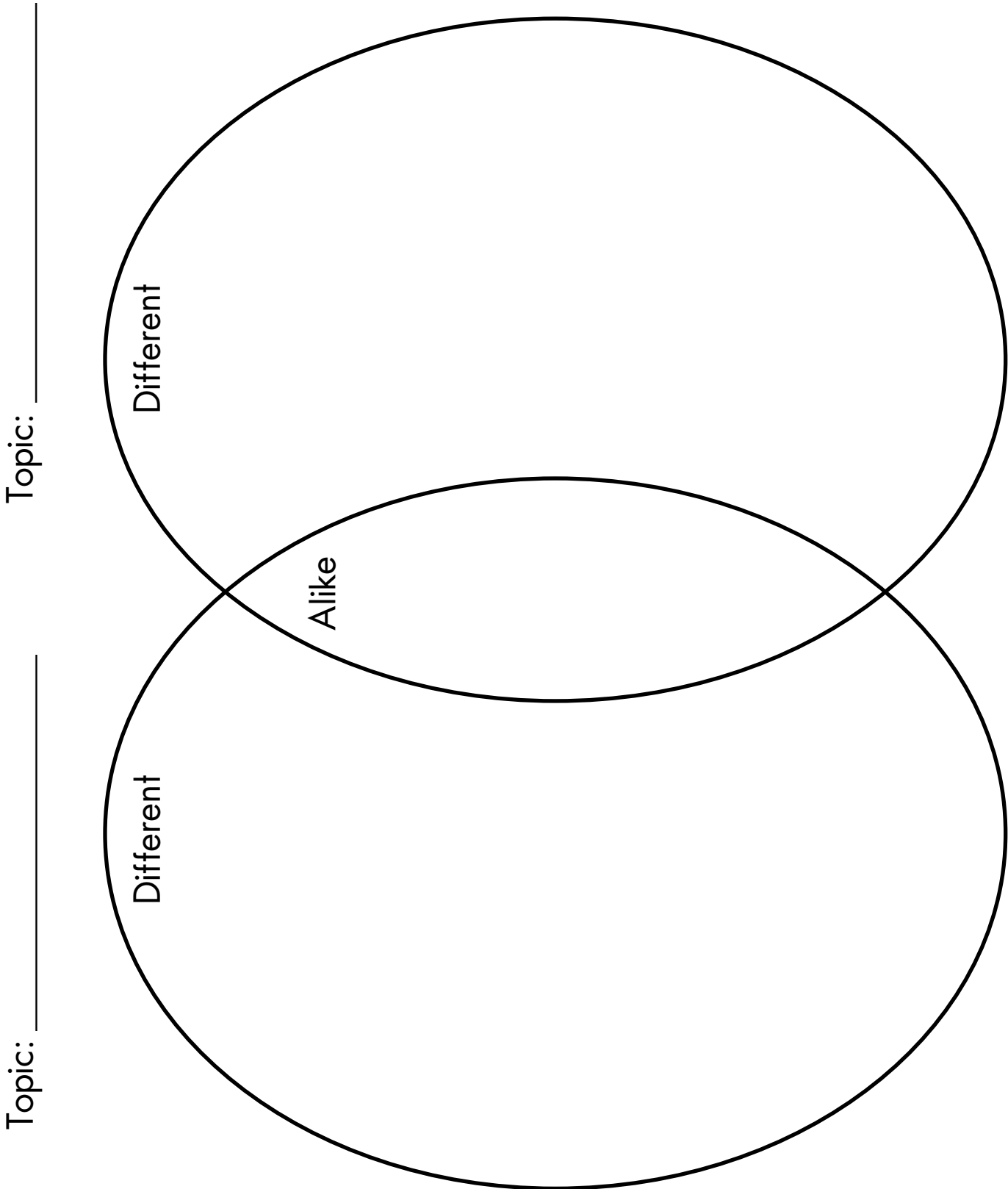
Conclusion

We speak two languages.
 We are bilingual!
 Are you bilingual?
 Being bilingual makes you
 close to two worlds.

Glossary

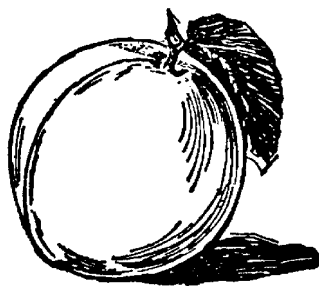
- Aztecs** (*n.*) a group of people of Mexico in the 1300s and 1400s (p. 11)
- bilingual** (*adj.*) able to speak two languages easily (p. 4)
- Incas** (*n.*) a group of people of the Andes Mountains of South America in the 1400s and 1500s (p. 14)
- language** (*n.*) the system used by a culture or country to communicate (p. 4)
- newspaper** (*n.*) many large, folded sheets of paper printed with news, ads, opinions, and letters to the editor (p. 9)
- tribe** (*n.*) a group made up of people with a shared culture and land (p. 9)
- weave** (*v.*) to make fabric by interlacing thread or yarn (p. 14)

Name _____



INSTRUCTIONS: Have students write the two topics being compared on the *Topic* lines. Have them write details that tell how the topics are different in the outer circles. Then have students write details that tell how the topics are alike where the circles overlap.

Name _____



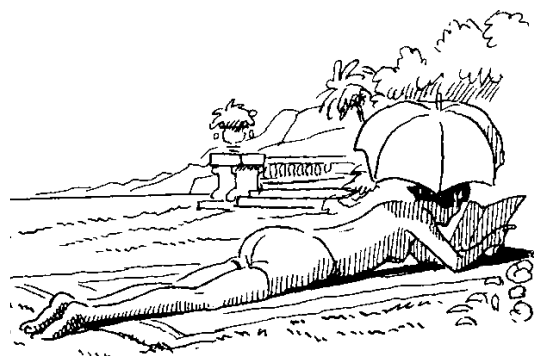
p_____ch



j_____ns



m_____t



b_____ch

INSTRUCTIONS: Have students complete each word by writing the ea vowel digraph. Next, have students write the complete word on the lines below. Have them read each word aloud to a partner.

Name _____

1. andre lives in quebec, canada and speaks french and english.

2. alan is hispanic and speaks both spanish and english.

3. waya reads the cherokee phoenix newspaper with her parents.

4. doli's grandfather used the navajo language during world war II.

My Sentence:

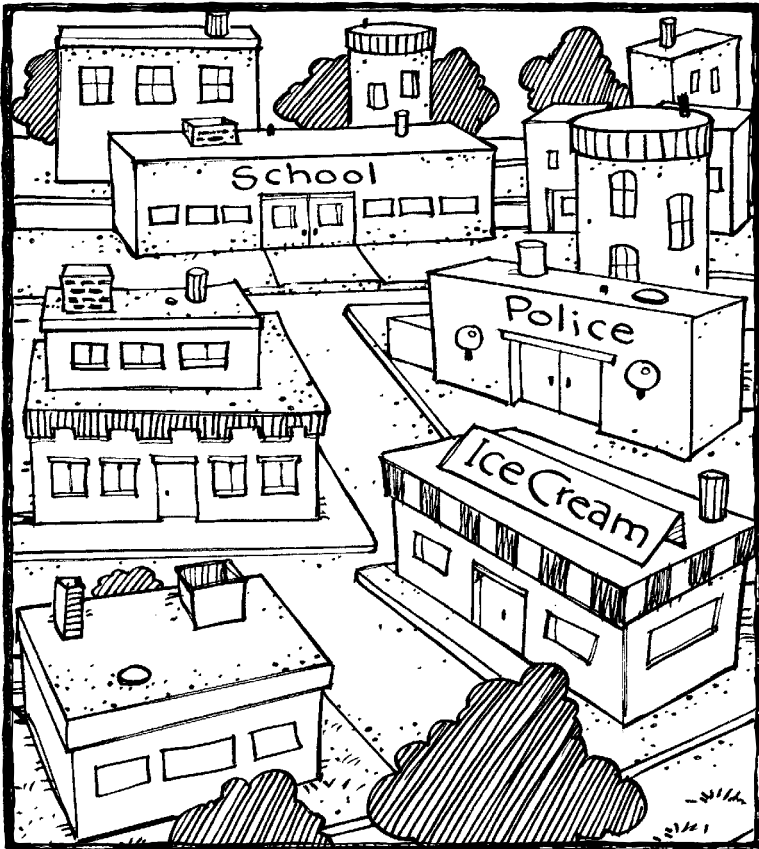


INSTRUCTIONS: Have students read the sentences and locate the proper nouns. Have them write the proper nouns correctly on the line below each sentence. Last, have students write an original sentence using proper nouns.

Hannah's Townspeople

A Reading A-Z Level J Leveled Reader

Word Count: 257




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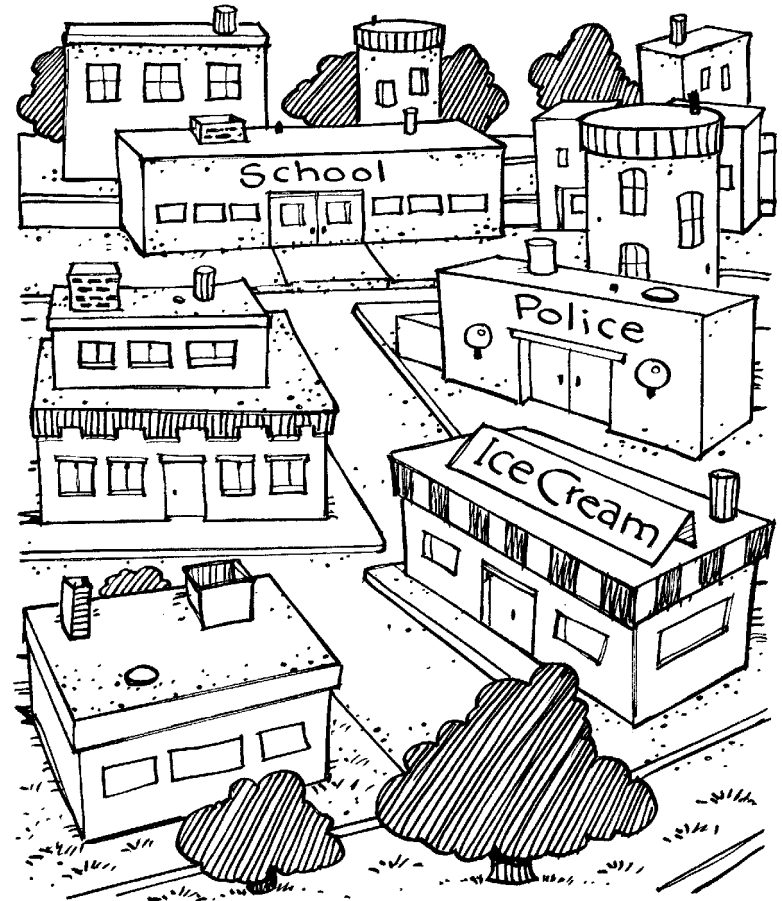
Fountas & Pinnell	I
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"I'm building the fire station!"
said Hannah.

"I'm building the pizza place,"
said Andy.

Their school project was almost done.



The friends looked at their town.
It had a police station and a school.
It had an ice cream store, too!

"Now we need some people,"
said Hannah.



"Mom, can you take us to the store to buy people for our town?" asked Hannah.

"Not now, sweetie. I'm making dinner," said her mom.



"Ugghhh!" Hannah groaned.

"We need people!"



Hannah went into her older sister
Kate's room.
Kate was playing outside.
Hannah stood on a chair to reach
the tiny dolls from around the world.



Then Hannah quickly walked past
the kitchen.
“Hannah,” said her mom. “You know
you can’t play with Kate’s dolls
without asking her first.”

"But we need people!" cried Hannah.
"You can use my baby dolls," offered Lucy.



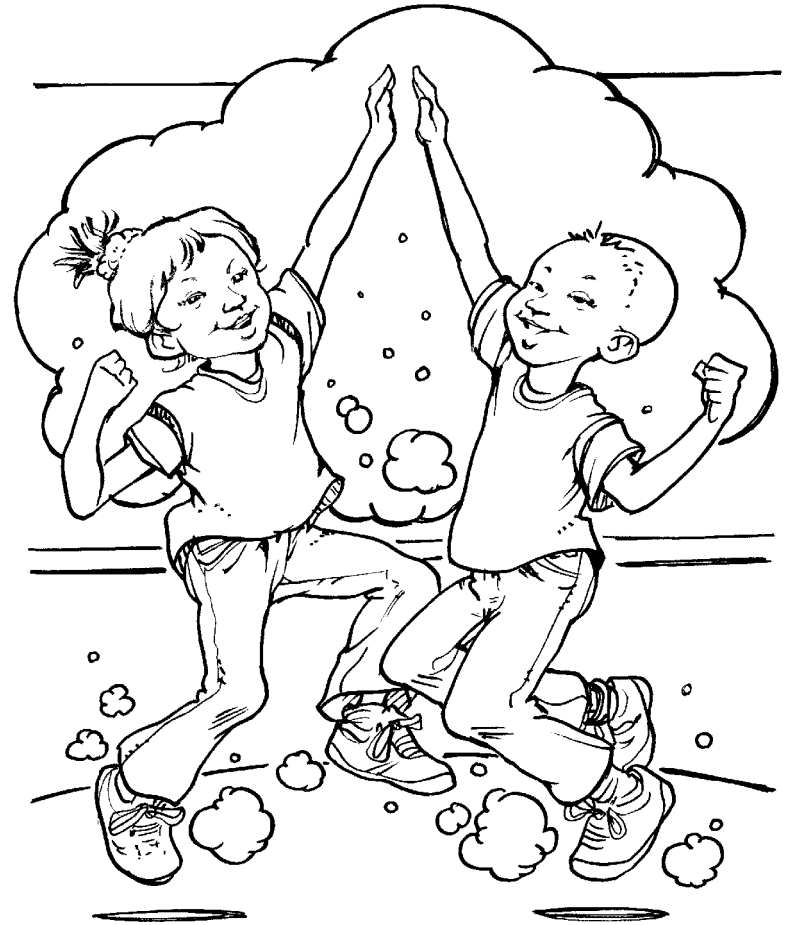
Hannah's three-year-old sister, Lucy, held out two baby dolls.

"Those dolls are too big for our town," pouted Hannah.

"But thanks anyway," she said.

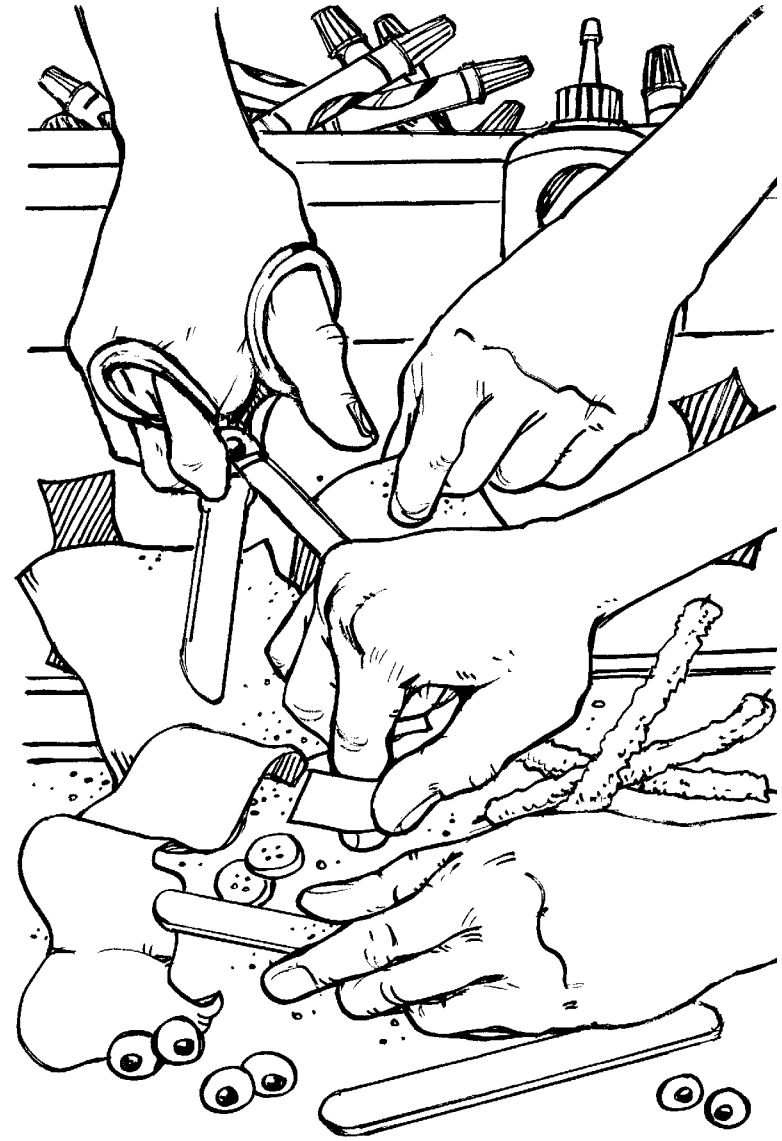


Then Hannah smiled a big smile.
She ran to her room to get her
art box.



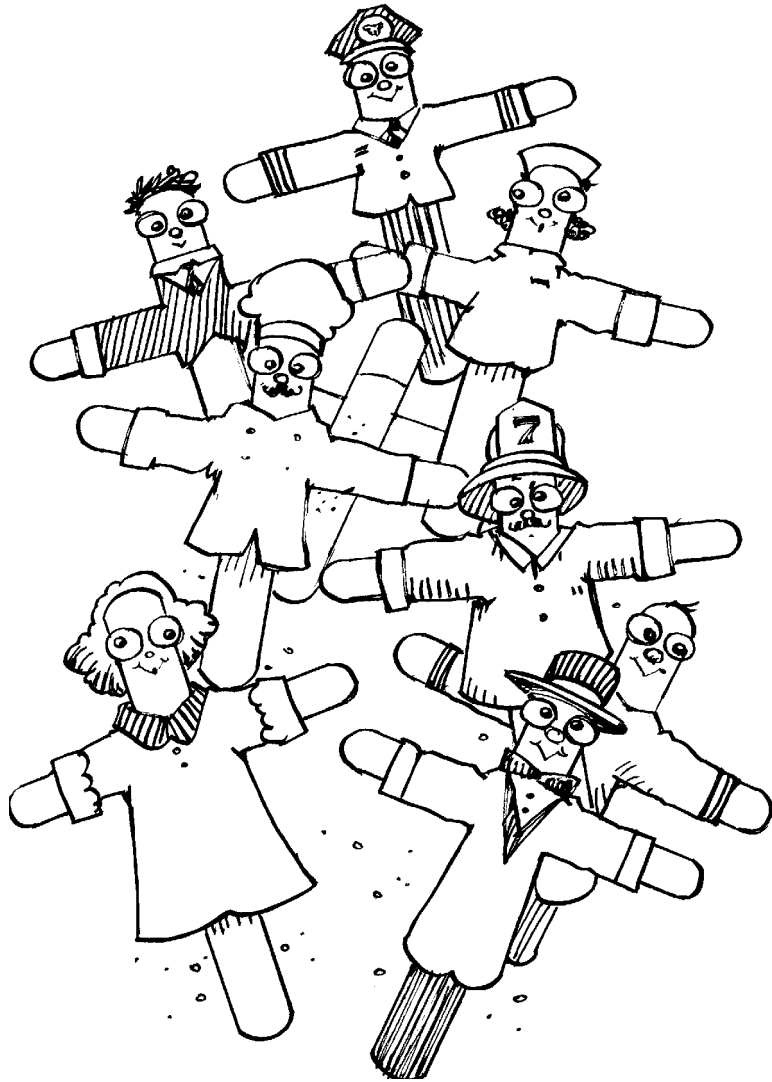
"Let's MAKE the people!" she shouted.
"Yeah!" agreed Andy.
"I'll make the workers," he said.
"I'll make the shoppers," Hannah said.

The friends colored and cut.
They glued, and they taped.



Glitter, yarn, paper, and cloth
made popsicle sticks become . . .

. . . firefighters, teachers,
police officers, pizza makers,
and ice cream scoopers!



"Neat!" said Lucy.

"Wow!" said Hannah's mom.

"Cool!" said Kate.

"Tomorrow, let's build a zoo and
make our own animals," said Andy.

"Great idea!" said Hannah.

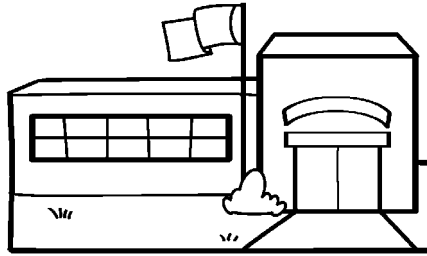
Name _____

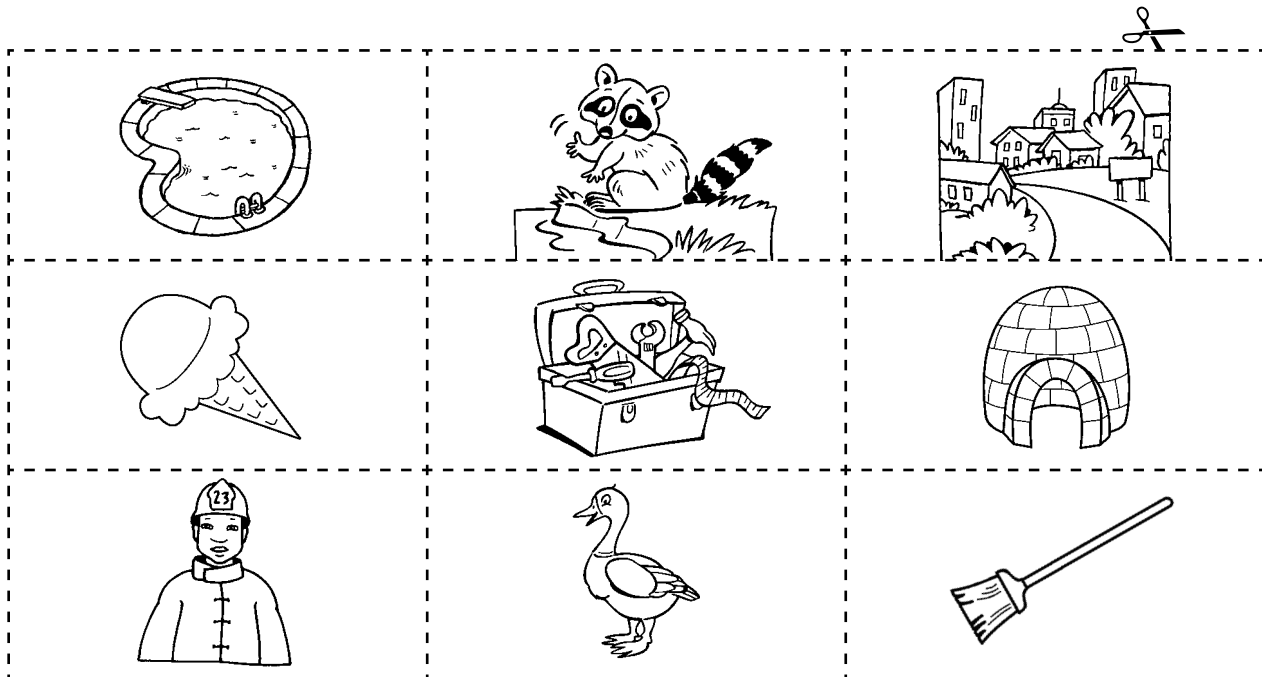
Problem	Possible Solutions	Solution

INSTRUCTIONS: Have students write the problem of the story in the *Problem* section, possible solutions tried in the *Possible Solutions* section, and the solution to the problem in the *Solution* section.

Name _____

school

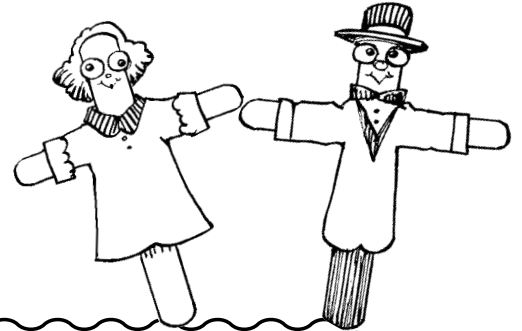




INSTRUCTIONS: Have students say the name of each picture and decide whether it contains a vowel sound like the vowel sound that in the word *school*. Have students cut out the pictures containing this sound and label them with the *oo* letter combination. Then have them paste the pictures inside the boxes at the top of the page.

Name _____

1. Mom asked where did you get those dolls?
2. Hannah got her sister's dolls.
3. We need some people said Hannah.
4. I made a police station and a school said Andy.
5. They built a fire station and a pizza place.
6. Let's make the people they said.



My Sentence: ~~~~~

INSTRUCTIONS: Have students add quotation marks to the sentences that need them. Then have students write a sentence using quotation marks on the lines provided.

Number Twelve

A Reading A-Z Level J Leveled Reader

Word Count: 300



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LEVELED READER • J

Number Twelve



Written by Beverly Osborn

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Correlation

LEVEL J	
Fountas & Pinnell	J
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Number Twelve Is Everywhere!

We use the number twelve
to help us do things every day.
It helps us to count things,
measure length, and tell time.

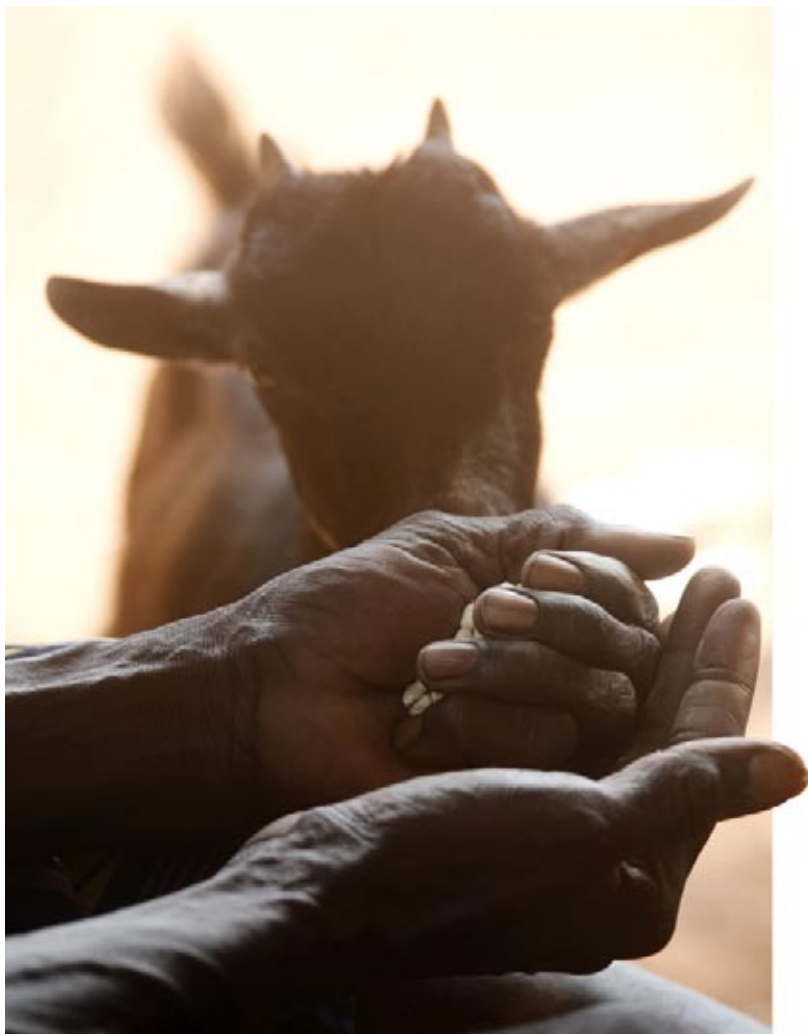


Did you ever wonder why
a year has twelve months?
A **ruler** has twelve inches?
A clock has twelve hours?



How We Learned to Count

Long ago, people needed
an easy way to count things.
How many goats did they have?
How many bricks did they need?



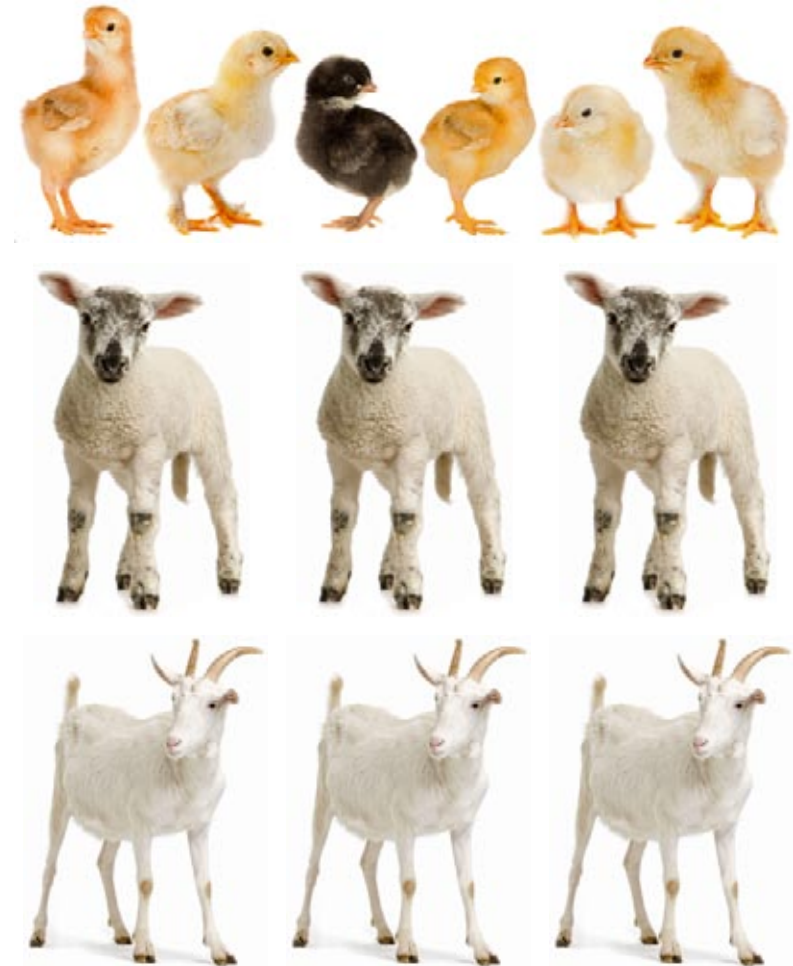
They didn't have pencils, but they always had their fingers. How could their fingers help them count things?



Your hand has four fingers and one thumb. Fingers **bend** into three parts. All of your finger parts add up to—twelve!



To learn how people counted,
use the thumb of your other hand.
Count the parts of each finger.
One, two, three, four, five, six . . .



Using their fingers, people could
count their farm animals.
They might count six chickens,
three sheep, and three goats.
They had twelve animals!



When their animals had babies it was easy to count them, too. Using both hands, people could count to twenty-four. Twenty-four is two twelves!



A Ruler Is Twelve Thumbs Long

Fingers, and the number twelve, were also used to find **length**. An *inch* was the **width** of an adult man's thumb. A *foot* was twelve thumbs long.



Soon, people cut twelve marks for thumb widths on a stick. It was easy to carry the stick. That stick was the first kind of twelve-inch ruler!



Twelve Hours in a Day

People used the number twelve to divide their days into parts, or hours, that they could count.

In **daylight** hours, they watched the shadow of a stick or a **sundial** to know what hour it was.



Twelve things are also called a dozen.

We buy a dozen pencils in a box.

We buy a dozen doughnuts or a dozen eggs.

The number twelve helps us to do a dozen things every day!

Glossary

- bend** (v.) to move something straight into a curve or an angle (p. 8)
- daylight** (n.) when we can see by light from the sun (p. 14)
- length** (n.) the measurement of something from end to end (p. 12)
- measure** (v.) to find the size or amount of something (p. 4)
- ruler** (n.) a straight stick used to measure length in inches or centimeters (p. 5)
- sundial** (n.) a kind of shadow clock that uses the rays of the Sun to tell time (p. 14)
- width** (n.) a measurement from side to side, or across (p. 12)

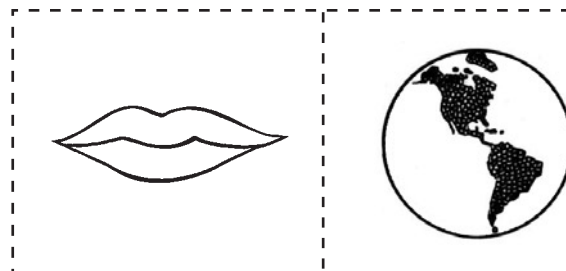
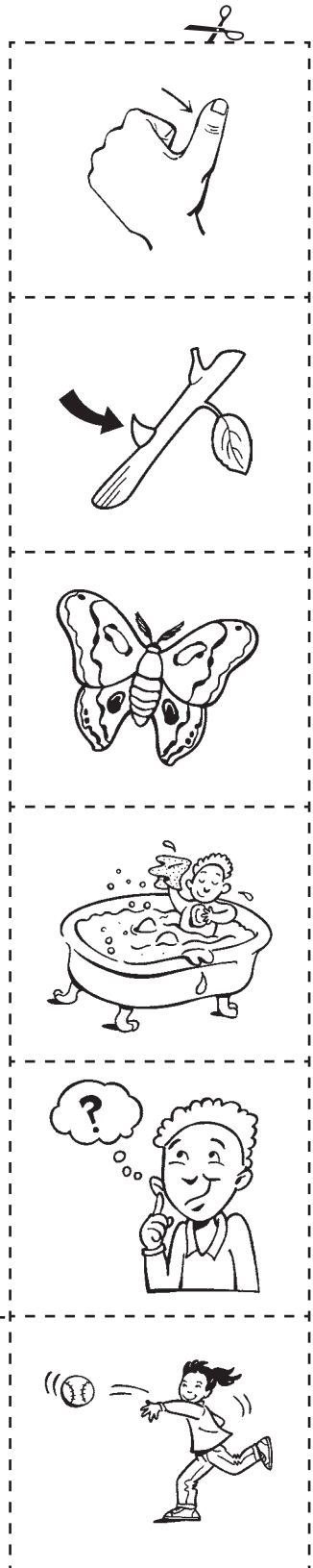
Name _____

Section Title	Details

INSTRUCTIONS: After completing the first example as a group, have students record the key facts of the remaining sections in the book.

Name _____

Begins with th	Ends with th



INSTRUCTIONS: Say the names of the pictures with students. Have them place the pictures in the correct column.

Name _____

thumb _____

clock _____

thing _____

goats _____

twelve _____

ten _____

moth _____

ruler _____

measure _____

shadow _____

sundial _____

stick _____

INSTRUCTIONS: Have students place the groups of words in alphabetical order on the lines provided.

LEVELED READER • J

Sharks

Written by Kira Freed • Illustrations by Cende Hill

**Multi
level
J•M•Q**

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Sharks

A Reading A-Z Level J Leveled Reader • Word Count: 303



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Illustrations by Cende Hill
Written by Kira Freed
ISBN 1-59827-985-8
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Sharks

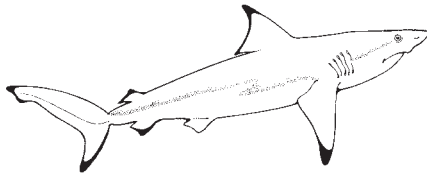


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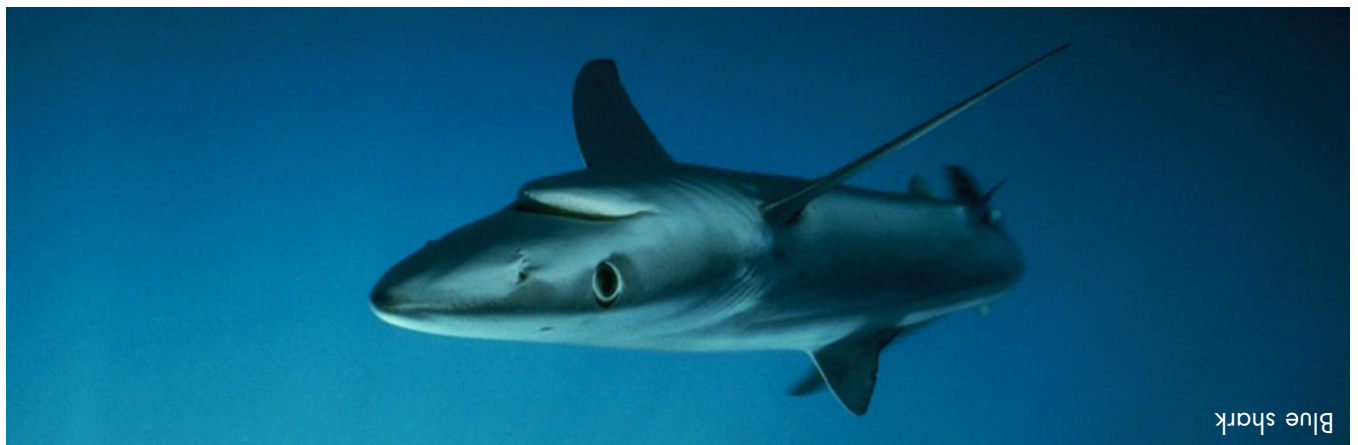
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Eating	10
Shark Attacks	13
Shark Hunting	14
Glossary	16

3

4

Sharks have lived in the oceans since before **dinosaurs** walked on Earth.
Hundreds of kinds of sharks can be found all over the world.

Introduction



Blue shark

Rays are close relatives of sharks.



Sharks are fish, but their skeletons are made of **cartilage** instead of bones. Cartilage is what gives human ears their shape. Unlike most fish, sharks do not have scales.

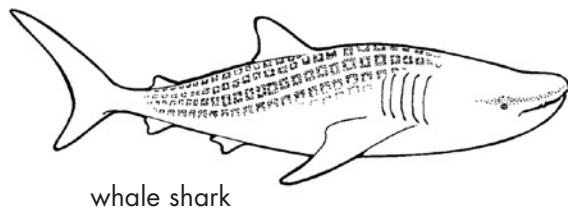
5

6

Sharks have a good sense of smell.
They also see well in the dark.
Sharks can sense other animals moving in the water.



Mako shark

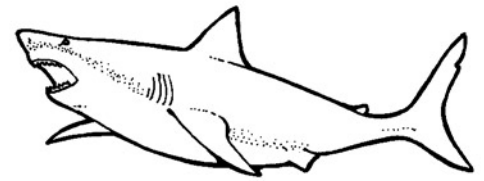


whale shark

pale catshark



Sizes of sharks



great white shark

Description

Sharks come in many sizes.

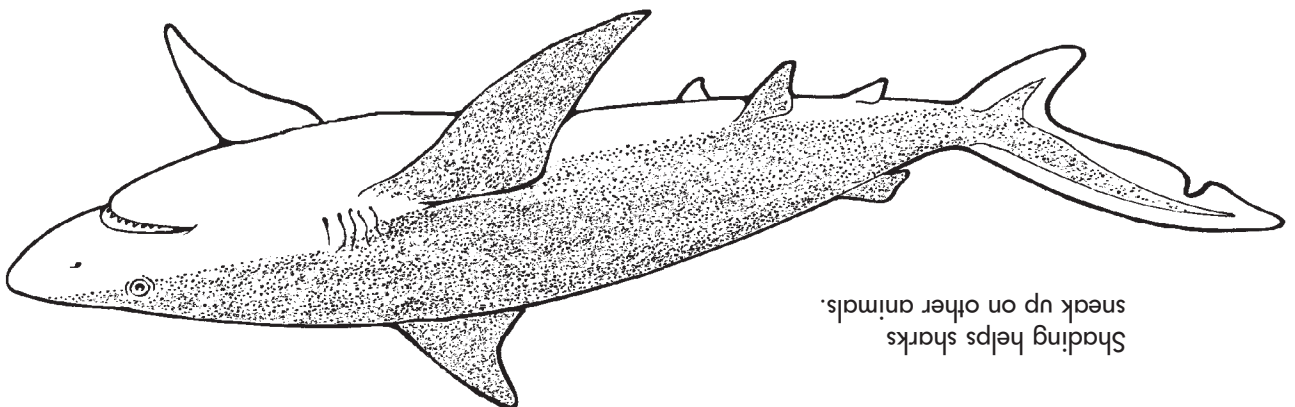
Some sharks are only a few inches long.

The huge whale shark is the largest fish in the world.

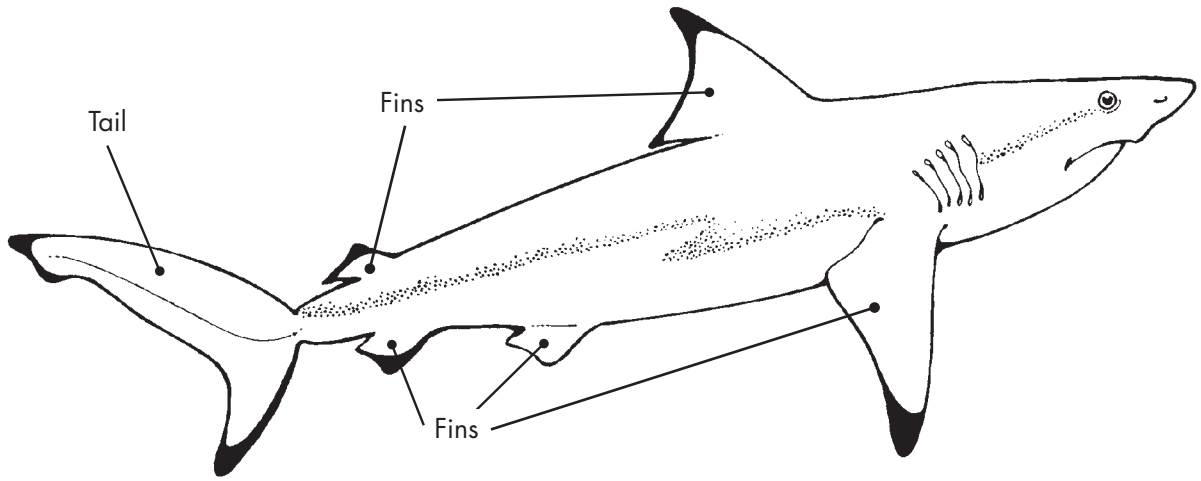
7

8

Many sharks are dark on the top and light on the bottom.
This shading makes it harder for other animals to see them.



Shading helps sharks
sneak up on other animals.



Sharks swim by swinging their tails from side to side.
Fins help sharks **steer**, turn, and keep their balance.

9

10

Most sharks have many rows of teeth.
When one tooth breaks off, another one moves up
to take its place.

Eating

A shark may wear out and regrow
a thousand teeth during its lifetime.

Do You Know?



lemon shark



Do You Know?

A great white shark can swallow a whole seal in one gulp.

Great white shark

Most sharks eat fish.

Large sharks eat sea lions, dolphins, and other sharks.

Some sharks eat shellfish.

These sharks have flat teeth for crushing shells.

11

12

The huge whale shark has tiny teeth but doesn't use them when eating. It swallows very small ocean plants and animals that float near the ocean's surface.



Whale sharks are the biggest fish alive today.

Whitetip reef sharks are normally not dangerous to humans.



Shark Attacks

Many people are afraid of sharks, but most sharks do not attack humans.

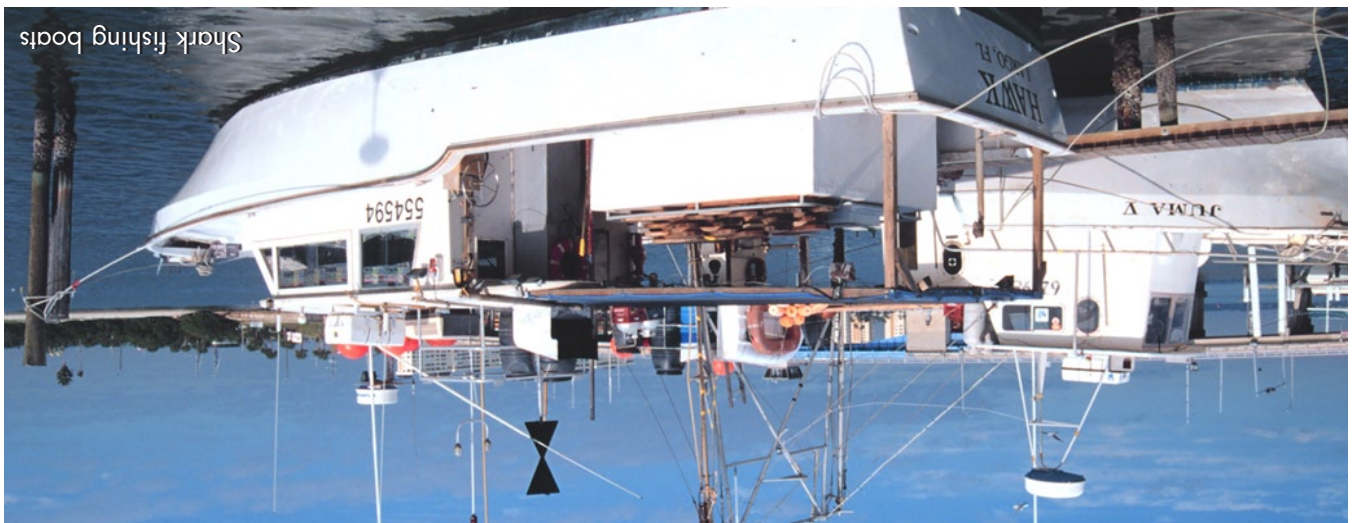
Great white sharks are one of the few kinds of sharks that are dangerous to people.

13

14

People hunt sharks for their skin, oil, and teeth.
Many people eat shark meat, and shark fins are used to make soup.

Shark Hunting





Many kinds of sharks are now in danger of being completely killed off.

Sharks are an important part of the balance of life in the world's oceans.

They have as much right to live as any other animal.

15

91

cartilage (n.)	an elastic tissue that makes up the skeletons of sharks, and rays (p. 5)
dinosaurs (n.)	a group of reptiles that lived long ago (p. 4)
steer (v.)	turn to move in a desired direction (p. 9)
surface (n.)	the part of the ocean or land that touches the air above it (p. 12)

Glossary

Name _____

K: What I Know

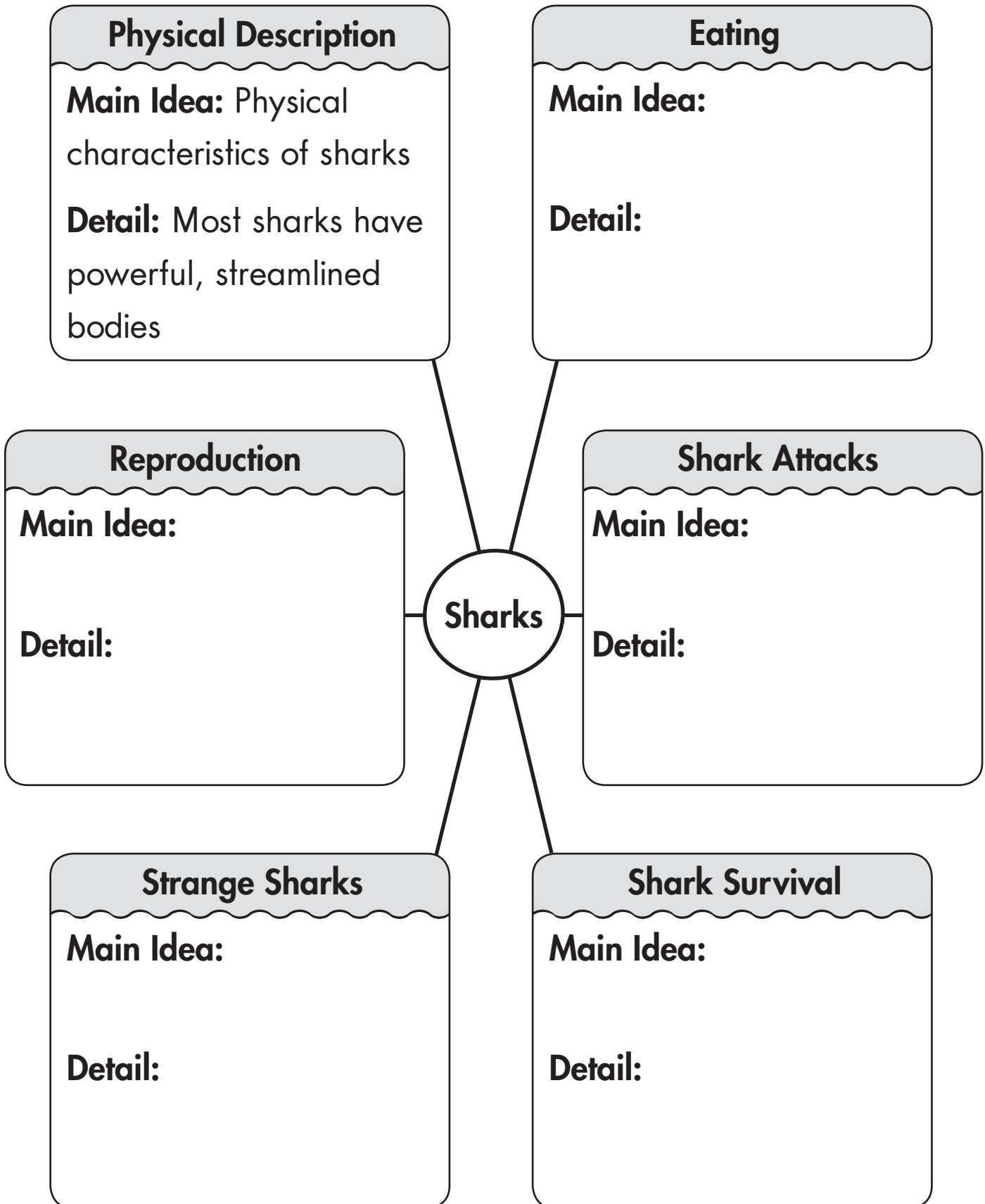
W: What I Want to Know

L: What I Learned

S: What I Still Want to Know

INSTRUCTIONS: In the first section, have students write what they already know about sharks. In the second section, have them write what they would like to learn about them. After they finish reading, have them fill in the third section with information they learned from reading the book and the fourth section with what they still want to know.

Name _____



INSTRUCTIONS: Have students write the main idea in each chapter and list one supporting detail.

Name _____

under	motor	ground	sun
rain	rise	sand	shine
paper	bow	box	house
boat	water	light	coat

--

1.
2.
3.

INSTRUCTIONS: Have students make as many compound words as possible from the list above. Ask them to be prepared to tell what each compound word means. When they are finished, have them write three complete sentences using one or more compound word(s) in each sentence.